DOCUMENT RESUME

ED 167 819 CE 020 334

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TITLE	Finding Your Best Job: An Instructional Guide for Job Seeking Skills. S.P.A.C.E. Student Placement and Counseling Effort.
INSTITUTION	Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 77
NOTE	203p.; Not available in hard copy due to reproducibility problems; For a related document see CE 020 333
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Planning; Employment Opportunities; Employment Qualifications; *Job Application; *Job Search Methods; *Learning Activities; *Lesson Plans; Secondary Education; *Test Items
IDENTIFIERS	Project SPACE; Student Placement and Counseling Effort

ABSTRACT

This instructional guide presents a comprehensive job-seeking model which uses an open-ended approach to teaching job-seeking skills. Instructors are encouraged to adapt the suggested lessons, worksheets, and other teaching/learning activities to fit their unique situations. The guide is primarily intended for those students who will be seeking immediate, full time employment following high school; however, the instruction may also be beneficial to students going directly to postsecondary education or training. The guide is divided into three primary sections. The first section contains the content for job-seeking skills instruction and consists of five reading modules which deal with the following job-seeking stages: (1) deciding on the job to seek; (2) preparing and using a personal data sheet; (3) searching for job opportunities; (4) applying for jobs; and (5) deciding on a job offer. (Written at the twelfth-grade reading level, these modules are interrelated in that each module builds upon preceding modules.) The second section contains twenty-one lesson guides, which parallel the reading modules and serve as the instructional outline. These lesson guides provide the following: lesson objective, content source, teaching time estimate, teaching ideas, critical learning activities, and a list of other materials needed. The third section consists of 110 sample test items. These items are intended to assist in the planning and/or evaluation of job-seeking skills instruction. (A related guide on placement assistance services is available as CE 020 333.) (BM)

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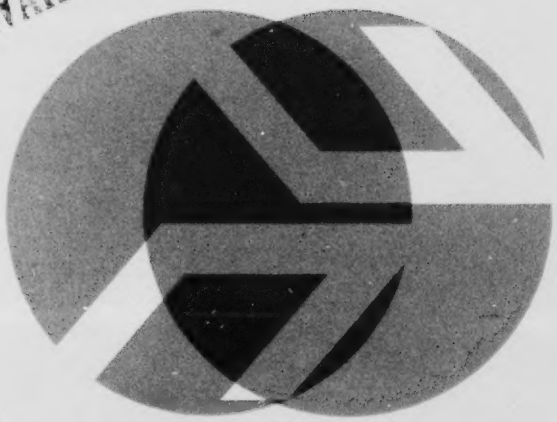

Finding YOUR Best Job

An Instructional Guide for Job Seeking Skills

by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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S.P.A.C.E.
STUDENT PLACEMENT AND COUNSELING EFFORT

Minnesota Research Coordinating Unit
for Vocational Education
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Minneapolis, Minnesota 55455

January, 1977

THE MINNESOTA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION performs the following four functions in behalf of the State and national systems of vocational education:

1. Stimulate, facilitate and coordinate innovative research and development efforts.

2. Disseminate research-related information to assist research and development efforts and to speed the implementation of worthy educational innovations.

3. Increase the number and improve the competence of producers and consumers of vocational research-related materials.

4. Create knowledge and useful products that have potential for making long-range and general qualitative improvements in vocational education.

Acknowledgements

This instructional guide is a product of the Student Placement and Counseling Effort, Project S.P.A.C.E., supported by a grant from the United States Office of Education and directed by the Division of Vocational-Technical Education, Minnesota Department of Education. The points of view and opinions stated within this instructional guide are those of the authors and do not necessarily represent the viewpoints, opinions, or official positions of the United States Office of Education or the State Division of Vocational-Technical Education.

We would like to thank Dr. William Stock and Delores Pospesel, Project Co-Directors, and all other project staff who assisted in the initial pilot testing and subsequent revisions of these materials.

Special thanks should be given to the following persons who served as final draft readers and whose comments and suggestions proved extremely valuable: Dr. Arland Benson, Secondary Counseling Project Director, Fairview Junior High School; Dr. George Copa, Associate Professor of Vocational Education, University of Minnesota; Michael Good, Social Studies Instructor, Blaine Senior High School; Dr. William Larson, Occupational Experience Program Coordinator, Harding Senior High School; Dorothy Lockard, Employment Officer, Investors Diversified Services; Jan Nelson, Counselor, Coon Rapids Senior High School; Nancy Stoffel, Allied Medical Placement Services Supervisor, Minnesota Department of Employment Services.

We would also like to express our appreciation to Dr. René Dawis for his support and assistance in the development of this guide. This guide is one of many possible applications of the "Theory of Work Adjustment" originally proposed by Dawis, England and Lofquist in 1964.

Finally, we would like to thank our secretarial staff, who so patiently re-typed the many revisions, and our wives, Cyndi and Karen, whose support and encouragement made this guide a reality.

F.D.K.
G.W.L.

Table of Contents

	Page
Acknowledgements	iii
Introduction	iv
MODULE 1: DECIDING ON THE JOB TO SEEK	1
MODULE 2: PREPARING AND USING A PERSONAL DATA SHEET	41
MODULE 3: SEARCHING FOR JOB OPPORTUNITIES	63
MODULE 4: APPLYING FOR JOBS	75
MODULE 5: DECIDING ON A JOB OFFER	103
LESSON GUIDES FOR JOB SEEKING SKILLS INSTRUCTION	113
SAMPLE TEST ITEMS	165
CITED MATERIALS	187

Introduction

As evidenced by the growing abundance of books and manuals on how to get a job, there is an increasing demand for new ideas and models of job seeking skills instruction, particularly for young people. The material that follows is an instructional guide for teachers or counselors wishing to provide job seeking skills instruction.

The authors believe this instructional guide is unique in several ways. The model of job seeking presented in this guide is quite comprehensive. It not only addresses the skills related to securing a job, but also addresses skills related to selecting one's first career job. The second set of skills is included because they are so crucial to the success of one's job search.

The presented model of job seeking contains both idealistic and realistic elements. This model may be viewed as idealistic since it exhorts young persons to take the best possible starting job--one which will be the most satisfying and rewarding. This idealism is stressed both in the job selection processes and in the actual job search. However, this idealism is tempered with necessary realistic limitations. The job to be sought must be one which the person has a realistic chance of securing. The job must be currently available and the person must be able to satisfy the minimum worker requirements of the job desired. Though persons are shown ways to negotiate for the best possible job offers, it is clearly pointed out that job offer negotiation may not be appropriate or even possible in many cases.

Unlike many other instructional materials on job seeking skills, this guide is <u>not</u> an instructional "cookbook" which requires only that users carefully follow the given instructions. As exemplified in the provided lesson guides and sample test items, this guide provides instructors with an "open-ended" approach to teaching job seeking skills. Obviously, no two students or classes are exactly alike. Rather than trying to propose instructional methods which would be appropriate to all students (an inappropriate, if not impossible task), this guide is designed to encourage instructors to adapt the suggested lessons, worksheets and other teaching/learning activities to fit their unique situations. The instructional outline provided is intended as a springboard to assist instructors in planning and creating a meaningful learning experience for their students.

Obviously, job seeking skills instruction will be most appropriate and relevant for those students who will be seeking immediate, full time employment following high school and have no plans for further education. This instructional guide has been designed for primary use with such students. However, job seeking skills instruction may be appropriate and beneficial to students going directly to some form of post-secondary education or training. In this second situation, instructors may wish to make special adaptations of the provided instructional materials.

This instructional guide can be divided into three primary sections. The first section contains the content for job seeking skills instruction. The content is divided into five reading modules, each dealing with a certain stage of job seeking. The reading modules are inter-related in that each module builds upon preceding modules. The modules are written at the 12th grade reading level. Second person is used consistently throughout the modules in order to facilitate direct student reading of the content, if desired.

The second section contains twenty-one "lesson guides" which parallel the reading modules and serve as the instructional outline. These lesson guides provide only basic instructional guidelines: lesson objective, teaching time estimate, teaching ideas, critical learning activities, etc. These lesson guides can be easily adapted for a variety of instructional strategies (e.g., regular class, special workshop, independent study).

The third section consists of 110 sample test items. These items are intended to assist in the planning and/or evaluation of job seeking skills instruction. These items are presented as a sample of possible test items, which instructors may use or modify as they see fit.

MODULE 1
DECIDING ON THE JOB TO SEEK

So you think you're ready to start looking for your first career job. Do you know what "Job Seeking Skills" are and how they can help you in seeking your first career job? Have you considered any of the possible effects that a job can have on you and your future? Have you sat down and really thought about why you want to go to work and what you want or expect from a job? Do you already have a specific job or occupational area in mind? This reading module is intended to help you think about and answer these questions.

What Are Job Seeking Skills And Why Are They Important?

The technique of seeking a job can be considered an art--one in which most people dabble, but in which only a few become masters. The few who do become masters usually have learned by trial and error--making mistakes. These persons may have learned how to effectively search for job opportunities through wasting effort and time on tracing deadend job leads they should have avoided. Their job interview skills have been sharpened by many interview failures. They have learned how to get job offers, by losing ones they should have gotten. In other words, these people have had to learn the hard way.

The good news announced here is that you do not have to learn the hard way. Before starting your actual job search, you can learn about and start developing certain skills, strategies, or preparations that will increase your chances of a successful job search--obtaining the best possible job. If you have already done some past job searching and have experienced some of the common problems, you probably can anticipate many of the skills to be discussed in these reading modules, and will, no doubt, appreciate their usefulness.

Job seeking is typically thought of as just the processes related to finding a job. The view of job seeking presented here is much more broad than the one above. It defines job seeking as the sum of the five following stages or sets of processes.

1. Deciding on the Job to Seek
2. Preparing and Using a Personal Data Sheet
3. Searching for Job Opportunities
4. Applying for Jobs
5. Deciding on a Job Offer

The first and fifth stages are frequently not considered as part of the job seeking process. The first stage, deciding on the job to seek, is typically treated as an assumed activity prior to the actual job search. The fifth stage, deciding on a job offer, is largely ignored because of the involved complexities and value judgments. These stages are included here because their activities and outcomes crucially affect the ultimate success of a job search. An unrealistic job choice will obviously result in a fruitless and frustrating job search. The success of a job search is ultimately measured by the job one decides to take. Without a good decision strategy for evaluating job offers, a person can undo all previous work in the job search by accepting a job offer which is not really what the person wants nor will it lead the person further in his/her career.

Within each of the five stages, there are certain tasks that a job seeker should be able to perform. Your ability to perform these tasks will determine your job seeking skills. A list of the five job seeking stages and their respective tasks/skills follows.

Stage	Related Skills
1. Deciding on the Job to Seek	1a. Identify job seeking skills and recognize their importance.
	1b. Consider the possible effects of a job.
	1c. Examine why you want a job and what you want most from a job.
	1d. Select/verify your best job.
2. Preparing and Using a Personal Data Sheet	2a. Prepare a personal data sheet.
	2b. Use your personal data sheet.
	2c. Write "cover letters" for your personal data sheet.
3. Searching for Job Opportunities	3a. Identify and effectively use the best sources of job opportunities.
	3b. Outline your personal search strategy.
4. Applying for Jobs	4a. Prepare to meet employers.
	4b. Complete employment application forms.
	4c. Take employment tests.
	4d. Complete an employment interview.
	4e. Complete post-application activities.
5. Deciding on a Job Offer	5a. Obtain the time needed to decide.
	5b. Negotiate (when appropriate) for best possible job offers.
	5c. Select the best job offer.
	5d. Communicate your job decision.

A total of 18 job seeking skills are listed, but many of these skills include other activities or even skills. You may be asking yourself, "Do all skills apply to me?" The answer to your question is YES. Every one of these skills will help you in your upcoming job search--regardless of the job you are seeking. More importantly, these skills will prove extremely valuable throughout your working lifetime because they apply not only to your first job search, but to all subsequent job searches you may make.

Some people think that finding a job is strictly a matter of luck--being in the right place at the right time. These people are dead wrong and probably unemployed. How does one identify the right place and manage to be there just at the right time? This is usually skill, not luck. A "lucky" job seeker is usually the job seeker who plans and uses a variety of skills and strategies. The "unlucky" job seeker is usually the person who starts the job search with no plan or definite job in mind and just follows the path of least resistance (effort) in the job search. Remember, the truly successful job seeker is not the person who immediately gets a job, but rather the person who succeeds in obtaining a job which will be rewarding and satisfying.

Job seeking skills can help you obtain the best possible job by increasing your chances of getting at least one job offer, and hopefully, more than one job offer. See Figure 1, page 37. The chances listed are your chances of getting more than one job offer (or your chances of getting a job offer within the first week). These chances are based strictly on two factors: your qualifications for the job and the availability of the job. These chances will be affected by your job seeking skills. If you use the recommended job seeking skills, you can greatly increase your chances of getting more than one job offer. On the other hand, if you don't develop or use any of these skills, your chances will lower dramatically. Job seeking skills will give you a significant edge over other equally qualified job seekers who are competing for the same job, but who do not have job seeking skills.

Don't expect your job search to be easy, with or without job seeking skills. Many people feel that searching for a job is harder work than a job. Remember, unemployment is always a problem for youth. The national unemployment rate for 18-25 year olds has been approximately three times the rate for older adults (currently 24%). This means that nearly one out of every four young persons wanting to work can't find the job they want. Some of this is probably due to unrealistic job choices, but you must face the facts. The competition in job seeking is intense and it is not going to get any easier in the foreseeable future. In light of these current realities, the best insurance or guarantee of obtaining the job you want is learning and using job seeking skills.

In developing your job seeking skills, you will be asked to complete various tasks outlined in these reading modules. These tasks include (1) completing the necessary worksheets, (2) preparing a personal data sheet, (3) preparing a cover letter for your personal data sheet, and (4) preparing an interview follow-up letter. To help you complete these tasks, examples of each are provided. In order to show how these activities relate to one another, all of the examples pertain to the same character, Jody Johnson. This character is strictly fictional and could actually be either a male or female. Any resemblance to persons living is purely coincidental.

On the next page is a narrative of Jody Johnson which will give you a brief overview of this character. Jody is in some ways very typical of high school students, but in other ways, very different. It is not essential that you can relate to this character. It is essential that you can work through the outlined tasks in a similar manner.

NARRATIVE OF JODY JOHNSON

Jody Johnson is currently a high school senior. Jody is an average student and has to work hard to maintain a B- overall average. Jody was able to make the principal's honor roll for one semester. This really was an exceptionally good semester for Jody. Jody's most notable accomplishment in school is, however, having a perfect attendance record.

Jody could go on to college or some other post-secondary education, but wants to go directly to work. Jody's parents are not terribly happy about Jody's decision, but are willing to accept it--provided that Jody will re-evaluate the possibility of further education after the first year of work.

This past summer Jody got his/her first full-time job--a salesclerk position in a department store. Jody's only previous paid work experience was working during summers on an uncle's farm. Despite some initial problems, Jody really did well as a salesclerk. This job reinforced Jody's past experiences in Junior Achievement where Jody was elected as the company's Vice-President of Sales and later became a finalist in a regional sales competition. Because of these experiences, Jody is quite sure that a career in sales would be better than other career alternatives and plans to seek a full-time sales position after graduating this May. Before making any final decision, Jody does want to explore other career possibilities to make sure that sales is definitely the best career to pursue.

Besides Junior Achievement which really surprised Jody when it actually turned out to be interesting, Jody has participated in other extra-curricular activities. Jody was in the school debate club, but found that debating was more hard work than fun and quit shortly after joining. This experience did help Jody in developing certain skills and also made Jody realize some potentials not previously known.

This year, Jody decided to join DECA, and surprisingly was elected as treasurer. Besides participating in this club, Jody is taking two distributive education courses and two business math courses this senior year. In order to make A's in at least the first two courses, Jody has decided not to try to work during the senior year. Jody hopes that good grades plus past experiences will be enough background to get a sales job.

Jody has a variety of interests. Jody enjoys sports such as tennis, skiing, and basketball. During Jody's sophomore year, Jody was seriously injured in a basketball game and still has some recurring problems related to this injury. Jody watches most sports events and occasionally bets on college and professional football games. Jody is an avid camper and a fanatic CB'er. Jody also plays the piano and sings in the church choir.

What Are The Possible Effects Of My Job?

Have you thought about some of the possible effects a job might have on you? If you haven't, you should. Thinking about possible effects will help you in deciding what kind of job you want or don't want. Let's quickly look at some possible effects.

The most obvious effect or consequence of your job is the kind of work you will be doing on the job. Your work could be physical or mental, individual or team work, inside or outside work, in one location or traveling to several locations. It's important to be doing the kind of work you enjoy. If you don't enjoy your work, you probably won't be very satisfied with your job and your job satisfaction or lack of it can affect your entire outlook on life.

Believe it or not, your job will also affect how you will be spending your leisure time and with whom. For example, if you decide to take a night job, most of your leisure activities must then be daytime activities. It often happens that persons who change over to night shifts often must make new friends who work the same hours. Their old friends are still working during the day and relaxing at night. Also, you will probably find the hobbies and interests of your fellow workers or supervisor to be well worth taking up. Learning new hobbies is not only fun, but probably will help on-job relations.

Your job will also affect how others see you since your job is one of your many "calling cards". In meeting new acquaintances at parties, the first question often asked is, "What type of work are you in?" Depending on your job, others will form an immediate impression of you--justified or not. Also, how you respond when asked about your job will affect how others will see you. If you are unhappy or dissatisfied with your job and respond very negatively about it, others could easily see you as negative and depressing, not the job.

Your job choice will probably influence how you see and feel about yourself. A job can be a primary source of self-respect if you feel a sense of accomplishment and satisfaction in what you do. At the other extreme, a job can be a source of self-reproach if you've remained with jobs where you've never experienced any personal satisfaction or accomplishment.

Finally, your job can have long-range effects on your life. Studies of retired persons show that one's "life satisfaction" and general level of health are both directly related to having had a meaningful and fulfilling career. On the average, persons switch jobs seven times in their careers. So your first job doesn't have to be, nor will it probably be the job (or income) with which you hope to retire. However, don't start your career with a job that is obviously not going to lead you to the job with which you would like to end your career.

What Do I Want From A Job?

There are many different reasons why people seek employment. Besides wanting income, young people may want a full time job in order to gain independence from their family, avoid or postpone further education, meet new friends, pay for a new car or stereo, or even finalize their marriage plans. All of these reasons for seeking employment are probably legitimate. But are any of these sufficient reasons of themselves? We think not. A job should not be seen as only a "necessary evil" or strictly a means for obtaining something else. Despite the contrary opinions, a job can and should be personally satisfying, exciting and even fun.

Hopefully, you want your first career job to be as rewarding and satisfying as possible--the best possible job. This job should lead you in the right career direction and should add new dimensions to your life, not just providing for basic necessities or luxuries. If you don't do any thinking or planning about your career and just want to take the first job offered, you may end up like many of today's workers--in an endless maze of unsatisfying jobs leading you nowhere.

You do have a right to expect certain rewards, conditions or satisfactions from a job. However, your expectations must be realistic--especially for your first career job. It is very unlikely that any one job will satisfy all of your expected satisfactions, conditions or rewards--your job needs. Therefore, you must identify those job needs that are most important and use them in seeking your best job.

On the next page is a completed example of the "JOB NEEDS IMPORTANCE FORM". This form is intended to help you in determining your important job needs. On this form, twenty (20) job needs are listed with brief descriptions. There is also space provided to list other job needs.

Before trying to complete this form, it would be helpful for you to examine these job needs and ask yourself the following questions: Which needs are so important that I would quit a job if they weren't satisfied? Are there any needs that I am presently taking for granted? How are my job needs different from or similar to my friends and family members? Which needs could be postponed at this time? Which needs should be dropped because they cannot realistically be satisfied at this time? What will my important job needs be five years from now?

After you have tried to honestly answer the questions above and, perhaps, have exchanged responses with other students, you will be ready to complete the JOB NEEDS IMPORTANCE FORM. A list of steps and key points to use in completing this form is on page 9.

JOB NEEDS IMPORTANCE FORM

Common Job Needs:	Importance Rating (None / Little / Some / Much / Great)	Rank
1. ABILITY UTILIZATION: I could do something that makes use of my abilities.	N I S M (G)	1
2. ACHIEVEMENT: The job could give me a feeling of accomplishment.	N L S M (G)	3
3. ACTIVITY: I could be busy all the time.	N L S M (G)	2
4. ADVANCEMENT: The job would provide an opportunity for advancement.	N (L) S M (G)	19
5. AUTHORITY: I could tell people what to do.	(N) L S M G	21
6. COMPANY POLICIES AND PRACTICES: The company would administer its policies fairly.	N L S (M) G	8
7. COMPENSATION: My pay would compare well with that of other workers.	N L S (M) G	7
8. CO-WORKERS: My co-workers would be easy to make friends with.	N L (S) M G	16
9. CREATIVITY: I could try out some of my own ideas.	N L (S) M G	12
10. INDEPENDENCE: I could work alone on the job.	(N) L S M G	20
11. MORAL VALUES: I could do the work without feeling that it is morally wrong.	N L S (M) G	10
12. RECOGNITION: I could get recognition for the work I do.	N L S M (G)	4
13. RESPONSIBILITY: I could make decisions on my own.	N L (S) M G	13
14. SECURITY: The job would provide for steady employment.	N L S M (G)	5
15. SOCIAL SERVICE: I could do things for other people.	N L S (M) G	11
16. SOCIAL STATUS: I could be "somebody" in the community.	(N) L S M G	22
17. SUPERVISION-HUMAN RELATIONS: My boss would back up the workers (with top management).	N (L) S M G	17
18. SUPERVISION-TECHNICAL: My boss would train the workers well.	N (L) S M G	18
19. VARIETY: I could do something different every day.	N L (S) M G	15
20. WORKING CONDITIONS: The job would have good working conditions.	N L S (M) G	9
21. Good hours	N L S M (G)	6
22. Convenient location	N L (S) M G	14

Conclusion:

My most important job needs are: (1) Ability Use (2) Activity
(3) Achievement (4) Recognition (5) Security
(6) Good Hours (7) Compensation

Steps	Key Points
1. Look over all of the listed job needs.	1a. Take time to carefully read all job needs and their descriptions.
	1b. Do you really understand each job need and how it is different than other job needs?
	1c. Are there any additional job needs that you want to write in the extra spaces? If so, write them in.
2. Give each job need an importance rating.	2a. Circle the letter that best represents the importance of the job need.
	2b. Some needs may be equally important or unimportant and thus, would have the same letters circled.
	2c. Are there any changes in rating you want to make? If so, make them.
3. Rank the job needs in descending order of importance.	3a. Descending order means that your most important job need should be ranked as No. 1.
	3b. Rank items within rating areas: all Great items, then all Much items, etc.
	3c. Sometimes it is easier to start ranking from the least important to the most important need.
	3d. Are there any changes you want to make? If so, make them.
4. List your most important job needs.	4a. Based on your rating and ranking, list your important job needs in the spaces provided.
	4b. Though space is provided for listing seven job needs, don't feel that you have to list exactly seven important job needs.

How Do I Select My First Career Job?

The process of selecting your first career job can be as difficult or easy as you make it. Unfortunately, too many people take the easy way out (letting a job pick them) and end up paying the future consequences. On the other hand, there are persons who spend their entire life trying to decide on a career. A good job selection process doesn't have to be long and drawn out, but it does require honest and thoughtful consideration.

The process of selecting a job as outlined here is intended for persons seeking an immediate job--not a job they hope to have five years from now. This job selection process has three steps:

1. Identify job possibilities.

2. Evaluate each job possibility on:

   - how well it will satisfy your current important needs or expectations of a job,
   - its current availability (worker demand versus supply--the number of openings versus job seekers) in your area, and
   - how well your qualifications match the minimum requirements of the job.

3. Compare the best job possibilities and select the job which has the highest likelihood of satisfying your important needs and which you have the best chance of securing.

Each step of this job selection process will be discussed and outlined in detail. At each step there are suggested worksheets that you can complete. After examining the completed examples of these worksheets, it is recommended that you try to complete these worksheets on your own. If nothing else, these worksheets will help you in thinking about and organizing your efforts in selecting your job. Once you have become completely familiar with a given worksheet procedure, you may then prefer to do its suggested activities "in your head."

The first step in selecting your job is identifying job possibilities. This step can be done very easily. Just list any jobs that you think are in the realm of possibility. At this time you are only listing or brainstorming job possibilities and should make no effort to judge any of the identified possibilities.

You should probably try to list at least ten job possibilities. This will help insure that there will be some job possibilities remaining after the evaluation processes are finished. If you don't think you will be able to list ten or more job possibilities, there are a number of methods or sources you can use to identify job possibilities.

The most obvious sources of help in identifying job possibilities are the people you know. Friends, school staff, former employers, and members of your family can provide help. The important thing is not to be afraid or too proud to ask for their help. Obviously, some people will be more helpful than others.

Your local newspapers are another useful source of identifying job possibilities. Turn to their classified section dealing with employment opportunities, sometimes called, the "Help Wanted" ads. These ads will provide a wide listing of job opportunities in your local area. Besides helping you identify job possibilities, you will find the "Help Wanted" ads extremely valuable in evaluating the identified job possibilities.

Various books and pamphlets on occupational information are available for use in identifying job possibilities. Such books and pamphlets are in great supply and should be available at your school library or counseling office and your local public library. Excellent reference books containing descriptions of several hundred occupations are:

Occupational Outlook Handbook

Handbook of Job Facts

Encyclopedia of Careers and Vocational Guidance

Dictionary of Occupational Titles

Concise Handbook of Occupations.

There is also an excellent pamphlet series produced by the United States Department of Labor. This series lists and describes various occupations and provides an employment outlook (forecast) with each description. This pamphlet series separates and classifies occupations by minimum education requirements.

Another way to identify job possibilities is through vocational testing. Tests should be available at your school's counseling office and at the Minnesota Employment Services offices. Different tests can tell you which jobs match up with your interests, needs, values, aptitudes or abilities. Some of the most widely used tests are:

Strong-Campbell Vocational Interest Blank

Kuder Occupational Interest Survey

Super's Work Values Inventory

Minnesota Importance Questionnaire

General Aptitude Test Battery.

Two of these five vocational tests deserve special consideration because of their special usefulness to young job seekers. These two tests are the Minnesota Importance Questionnaire and the General Aptitude Test Battery.

The Minnesota Importance Questionnaire (MIQ) was developed at the University of Minnesota. This questionnaire is intended to help persons identify which jobs will and will not satisfy their important job needs. Unlike most interest inventories, the MIQ specifically includes many

"entry-level" jobs that do not typically require education or training beyond high school graduation. The MIQ is currently available upon request at any of the Minnesota Employment Services branch offices. Your school should also be able to obtain this questionnaire for you to take. Because it is the only one of its kind, it is strongly recommended that you try to complete this questionnaire.

The General Aptitude Test Battery (GATB) has been developed by the United States Department of Labor and is available only through authorized agents such as the Minnesota Employment Services. Through a series of tests (some of which are paper/pencil) you can learn about some of your present abilities and/or aptitudes. The GATB measures the same aptitudes used to describe jobs listed in the Dictionary of Occupational Titles. The GATB can also identify occupations for which you are presently qualified and not qualified. As with the MIQ, you will need help from qualified persons in interpreting the results of the GATB.

In addition to the previously discussed methods of identifying job possibilities, there is a new statewide computer service which can assist persons in exploring and selecting occupational and educational opportunities. This service is called the Minnesota Occupational Information System (MOIS). It is currently available to nearly all high schools in the state for purchase. By working through a school computer terminal, you can get detailed and updated information for approximately 300 occupations currently available in the state. MOIS also has a program where you can receive a listing of job possibilities that should match your self-assessed interests and abilities.

In summary, you have a variety of methods and sources to use in identifying job possibilities. Besides your own imagination, there are persons who can help you, local newspapers, reference books and pamphlets on occupational information, vocational tests, and MOIS. There is a real potential advantage in using different methods or sources for identifying job possibilities. You may be able to identify new and unusual job possibilities that you would have never considered on your own.

On the next page is a completed example of "JOB SELECTION WORKSHEET 1 - JOB POSSIBILITIES". This example shows the job possibilities identified and the sources or methods used by the character, Jody Johnson. To complete this worksheet, list at least ten job possibilities and for each write down the method or source you used to identify the job possibility. After listing job possibilities, you should rank them in descending order of preference.

The second step in selecting your job is evaluating each of the listed job possibilities. Each job possibility is to be evaluated on the following three factors:

(1) How well the job possibility will satisfy your important job needs,

(2) The current availability (worker demand versus worker supply--the number of openings versus job seekers) of the job possibility in your area, and

(3) How well your qualifications match the minimum requirements of the job possibility.

JOB SELECTION WORKSHEET NO. 1 - JOB POSSIBILITIES

Rank	Job Possibilities	What method or source did you use to identify this job possibility?
1	1. Salesperson	I had this job last summer.
12	2. Taxi Driver	Friends say it is pretty interesting.
7	3. Cashier	Saw "job opening" displays on store windows.
2	4. Customer Serv. Rep.	Saw openings in the "Help Wanted" ads
13	5. Factory Worker	Heard on TV that a new factory is hiring.
8	6. Mail Carrier	Talked with our mail carrier.
9	7. Med. Lab. Worker	Older sister has this job.
3	8. Bank Clerk	My best friend is looking for this job.
4	9. Social Service Aide	Interest Inventory
6	10. Photographer	My mom does free lance photography.
14	11. Book Binder	Interest Inventory
10	12. Auto Mechanic	My next door neighbor is one.
11	13. Computer Operator	Saw openings in "Help Wanted" ads.
4	14. Purchasing Agent	Folks want me to become one.
15	15. Air Traffic Controller	This is my dad's job.

AFTER LISTING JOB POSSIBILITIES AND THE METHODS/SOURCES USED, YOU SHOULD TRY TO RANK OR ARRANGE THESE JOB POSSIBILITIES IN YOUR ORDER OF PREFERENCE. USE THE SPACES AT THE LEFT SIDE TO RANK THE JOB POSSIBILITIES IN DESCENDING ORDER OF PREFERENCE.

These three factors are intentionally listed in the above order since we feel the overriding factor in selecting a job is to obtain a job that will satisfy your important job needs. After determining which job possibilities will at least minimally satisfy your important job needs, you can then identify which of these job possibilities are currently available and what the competition will be for each. Once you have eliminated job possibilities that will not satisfy any of your important job needs and those job possibilities that are not available, your last step would be determining for which of the remaining job possibilities you are at least minimally qualified.

In this step you will use three worksheets to evaluate each of the listed job possibilities. Obviously, it would be impractical to provide examples of all necessary worksheets in evaluating these fifteen job possibilities. To give you some idea of how your worksheets might look a number of example worksheets are provided. Five examples are given for the first worksheet, four examples are given for the second worksheet, and three examples are given for the third worksheet. Example worksheets are provided on two of the four job possibilities remaining after the evaluation step.

It will soon be obvious from the accompanying worksheets that this second evaluation step will require more work than the other steps. You will need to obtain three kinds of information on each job possibility and getting some of the information will require work on your part. In identifying job possibilities, you may have already started gathering information needed for evaluation. For example, if you took the MIQ, you might want to list only those job possibilities which will satisfy your important needs. You would therefore not need to consider the first evaluation factor since all job possibilities already satisfy your important job needs. The same is true for persons taking the GATB and who list only those job possibilities for which they are at least minimally qualified. They would not need to consider the third evaluation factor.

The <u>first factor</u> to consider in the evaluation process is how well each job possibility will satisfy your important job needs. This first evaluation factor is critically important because it is your first job screen or elimination process. Job possibilities that don't meet at least one or two of your important job needs should be eliminated at this point without any further consideration.

Many of the same information sources used in identifying job possibilities can be useful here. Some sources will, no doubt, be more useful or reliable than other sources. For example, the MIQ will probably provide the most accurate information but does not have information on all jobs. On the other hand, reference books/pamphlets on occupational information do provide information on nearly all jobs but usually the information on job needs satisfaction is quite limited. If you have the opportunity, try to talk with someone employed in the job being considered. This person can provide detailed information on what

needs the job will satisfy. However, recognize that what is true for one company may not be necessarily hold for other companies--ask the person to speak in general about the job.

A second worksheet, "JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION", is provided to help you in this particular evaluation process. This worksheet should be completed for each of the listed job possibilities. As shown on the completed examples on pages 16 to 20, different jobs will not necessarily satisfy the same needs. Also, when determining whether or not important job needs will be satisfied, different information sources should be used. Some sources will provide better information than others about a given job need.

Below is a list of steps and key points to use in completing "JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION".

Steps	Key Points
1. List the job possibility.	1a. Complete this worksheet in pencil so you can re-use it.
	1b. Start with the job possibility you most prefer.
2. List your most important job needs.	2a. See the bottom of your completed "JOB NEEDS IMPORTANCE FORM".
	2b. If you wish to change the ranking of your important job needs, review the process originally used to rank these needs.
3. Gather information on whether or not this job possibility will satisfy your important job needs.	3a. Check out all of the mentioned information sources and determine the ones most useful for you.
	3b. Collect any and all information relevant to this job satisfying your needs.
4. For each important need, list relevant information and its source.	4a. Be as specific as possible when writing this information.
	4b. Identify your information source when room permits.
	4c. If you cannot obtain information on whether or not a certain need will be satisfied, write "No Info".
5. Indicate whether or not each need will be satisfied. (Continued on page 21.)	5a. Analyze your information and decide whether or not each need will be satisfied by this job possibility.

JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION

Job Possibility: Salesperson

Important Job Needs (list in rank order)	What is your information and its source?	Will This Need Be Satisfied?
1. Uses of my abilities	In the past job, I really was good at selling.	Yes
2. Activity	I never had to worry about nothing to do on the job.	Yes
3. Achievement	I got a sense of accomplishment from the job	Yes
4. Recognition	Many customers kept coming back because they liked the way I treated them.	Yes
5. Security	My J.A. Company sponsor told me if you can sell you never will get fired or laid off.	Yes
6. Good Hours	I really like the hours I was working.	Yes
7. Compensation	Its good money now, but department store sales does not pay as high as other jobs.	Can't say

Conclusion:

This job will meet:

_____ none of my important job needs.

_____ only 1 or 2 important job needs. (few)

_____ 3 or 4 important job needs. (some)

__V__ 5 to 7 important job needs. (most)

IF THIS JOB WILL NOT MEET ANY OF YOUR IMPORTANT JOB NEEDS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY, AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION

Job Possibility: Customer Service Rep.

Important Job Needs (list in rank order)	What is your information and its source?	Will This Need Be Satisfied?
1. Abilities	I could try to persuade people, but I couldn't sell anything.	No
2. Activity	The M.E.S. person said there would be always something to do.	yes
3. Achievement	Helping or calming down people would be satisfying	yes
4. Recognition	I heard that thank you's are few and far between.	No
5. Security	A friend's sister who is one, said that a person rarely gets fired or laid off.	yes
6. Good Hours	Full-time people work from 9 to 5 shift.	yes
7. Compensation	a little above minimum wage, but no commission.	No

Conclusion:

This job will meet:

_____ none of my important job needs.

_____ only 1 or 2 important job needs. (few)

__✓__ 3 or 4 important job needs. (some)

_____ 5 to 7 important job needs. (most)

IF THIS JOB WILL NOT MEET ANY OF YOUR IMPORTANT JOB NEEDS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY, AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION

Job Possibility: Purchasing Agent

Important Job Needs (list in rank order)	What is your information and its source?	Will This Need Be Satisfied?
1. Abilities	Folks say I am just right for the job.	Yes
2. Activity	The purchasing agent I talked with said she was always busy.	Yes
3. Achievement	Buying merchandise at my best buy would be satisfying	Yes
4. Recognition	I heard you are on your own- no rewards just complaints if make bad decision.	No
5. Security	Distributors or Retailers always need someone to buy their goods.	Yes
6. Good Hours	Hours will vary depending on season.	Can't say
7. Compensation	The peson I talked with nowe earns $ 30,000 a year.	Yes

Conclusion:

This job will meet:

_____ none of my important job needs.

_____ only 1 or 2 important job needs. (few)

_____ 3 or 4 important job needs. (some)

__✓__ 5 to 7 important job needs. (most)

IF THIS JOB WILL NOT MEET ANY OF YOUR IMPORTANT JOB NEEDS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY, AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION

Job Possibility: Mail Carrier

Important Job Needs (list in rank order)	What is your information and its source?	Will This Need Be Satisfied?
1. Abilities	I would just be delivering mail, not selling anything	No
2. Activity	Usually busy all day, during holiday season extremely busy.	Yes
3. Achievement	I don't think I would get much satisfaction.	No
4. Recognition	Our mail carrier told me that you get more complaints than praise.	No
5. Security	Once you pass the probation period, there's almost no way to lose your job.	Yes
6. Good Hours	Have to get to work at 6:00 A.M., have to work on some Saturdays.	No
7. Compensation	The pay starts around $5.00/hour.	Yes

Conclusion:

This job will meet:

_____ none of my important job needs.

__✓__ only 1 or 2 important job needs. (few)

_____ 3 or 4 important job needs. (some)

_____ 5 to 7 important job needs. (most)

IF THIS JOB WILL NOT MEET ANY OF YOUR IMPORTANT JOB NEEDS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY, AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION

Job Possibility: Taxi Driver

Important Job Needs (list in rank order)	What is your information and its source?	Will This Need Be Satisfied?
1. Abilities	I'm an okay driver, but that's not my only ability.	No
2. Activity	There is a lot of waiting around	No
3. Achievement	I talked with a cabbie, he said a free is just a fare.	No
4. Recognition	There's no recognition - other than maybe getting mugged.	No
5. Security	Youire really just self-employed.	Can't Say
6. Good Hours	No way - just night shift available for tips.	No
7. Compensation	Averages about the minimum wage - with tips.	No

Conclusion:

This job will meet:

- ✓ none of my important job needs.
- _____ only 1 or 2 important job needs. (few)
- _____ 3 or 4 important job needs. (some)
- _____ 5 to 7 important job needs. (most)

IF THIS JOB WILL NOT MEET ANY OF YOUR IMPORTANT JOB NEEDS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY, AND START EVALUATING THE NEXT JOB POSSIBILITY.

Steps	Key Points
5. (Continued)	5b. Write in your response: Yes, No, or Can't Say.
6. Check the most appropriate conclusion statement.	6a. Total your yes responses. 6b. Check the conclusion that matches the number of yes responses.
7. Decide what to do next.	7a. If this job possibility does not meet any of your important job needs, you should eliminate it. You can erase everything you wrote above and use this worksheet for the next job possibility. 7b. If this job possibility does, at least, meet a few of your important job needs, you will need to further evaluate it. If you wish to re-use this worksheet, you should record your conclusion (or better, the needs satisfied) on another sheet so it will be available for later use. 7c. If this job possibility is eliminated, you would automatically complete this worksheet on the next preferred job possibility. However, if this job possibility minimally satisfies your needs, you must decide whether to further evaluate this job possibility on the next two factors or first evaluate all job possibilities on this factor. Generally, it is more convenient to evaluate all job possibilities on each factor.

The second factor in this evaluation process is determining the availability for each job possibility that minimally satisfies your important job needs. Job availability is the difference between the number of job openings (worker demand) and the number of job seekers (worker supply). This evaluation step may be the hardest of the three steps because information on worker demand and particularly, worker supply, is not easy to obtain. Too often people will define availability as strictly worker

demand, completely forgetting about the worker supply. They see the number of openings, but do not recognize the number of job seekers competing for these openings.

The information sources used previously will also prove helpful here. Again, some sources will be more helpful than others. The Minnesota Employment Services (M.E.S.) appears to be significantly better than other sources in providing job availability information. M.E.S. can provide worker demand and supply information on most entry-level jobs at the local, regional and state levels. Your school placement or counseling office may also be able to provide such information.

Your local news media may also be useful in determining the availability of different job possibilities. As a normal part of news coverage, there are frequently stories or articles on new developments in the local economy such as mass layoffs (increased worker supply) and new or expanding industries (increased worker demand). Besides these articles, and stories, the "Help Wanted" newspaper advertisements provide information on availability of different jobs. Estimates of worker demand can be made by counting the number of job opening advertisements for each job possibility. You can guess at worker supply levels by the length of time the ads run in the paper--a few days versus a couple of weeks. You can also count how many "Position Wanted" ads are listed for each job possibility.

Besides these two major sources, there are other sources of determining the availability of different job possibilities. If you are interested in government employment, phone or visit the civil services offices in your area or the agency with the job or jobs you are evaluating, and ask for information on available openings. Unions will provide availability information for crafts and trades which they control. If you desire employment only in your immediate vicinity, you should tour your area to observe which businesses have posted job vacancy notices. Window job advertisement is still widely used by most small businesses. Reference books (e.g., Occupational Outlook Handbook) and the MOIS computer system can provide information on current and projected worker demands. However, information from these two sources is based on either national or state trends, not current local events, and is usually updated annually or at most quarterly. Last, people such as other job seekers, placement personnel, employers and employees, teachers and counselors, friends and family members may give you information on the availability on different job possibilities.

A third worksheet, "JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY," is provided to assist you in completing this evaluation step. Examples of completed worksheets are shown on pages 23 to 26. This worksheet will help you objectively determine which of the non-eliminated jobs are available and not available. In completing this worksheet, you will quickly become acquainted with the unfortunate fact that the jobs which will best satisfy your important job needs, may not be currently available in your area. If you are extremely lucky and a terrific talker, you may be able to sell an employer the idea of creating the job for you. Otherwise, you will have to eliminate this job possibility for now unless it is possible for you to commute or relocate to a community with definite openings.

JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY

Job Possibility: Salesperson

	Source	Information - Facts - Notes	Worker Demand	Worker Supply
1.	Minnesota Employment Services	They have many listings, but also many applicants	High	High
2.	Local News Media	Several sales opportunities in "Help Wanted" ads.	High	—
3.	Friends and Relatives	They say there will be more seekers than openings.	Low	High
4.	School Counseling/ Placement Office and Other Staff	Don't have a lot of openings, but few kids want these jobs.	Low	Low
5.	Occupational Outlook Handbook/Briefs and the MOIS Computer System	Outlook says slight decline in worker demand.	Moderate	High
6.	Unions or Local Employers	Boss says there will always be need for good salesperson.	High	—
7.	Civil or Government Service (Federal, State, County)	No Info		
8.	Other: _____ (specify)			

Conclusion:

It appears that there are:

_____ no openings at this time.
_____ fewer openings than persons seeking this job. (D<S)
✓ as many openings as persons seeking this job. (D=S)
_____ more openings than persons seeking this job. (D>S)

IF THERE ARE NO OPENINGS FOR THIS JOB AT THIS TIME, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY

Job Possibility: Customer Service Rep.

	Source	Information - Facts - Notes	Worker Demand	Worker Supply
1.	Minnesota Employment Services	Has listings, but many others want the job.	Moderate	High
2.	Local News Media	Saw several of these jobs in the "Help Wanted" ads.	Moderate	—
3.	Friends and Relatives	No info		
4.	School Counseling/ Placement Office and Other Staff	Has just a few listings, which others also want.	Low	Low
5.	Occupational Outlook Handbook/Briefs and the MOIS Computer System			
6.	Unions or Local Employers	Saw on job vacancy posters at stores	Moderate	—
7.	Civil or Government Service (Federal, State, County)	No info		
8.	Other: _____ (specify)			

Conclusion:

It appears that there are:

_____ no openings at this time.
_____ fewer openings than persons seeking this job. (D<S)
__✓__ as many openings as persons seeking this job. (D=S)
_____ more openings than persons seeking this job. (D>S)

IF THERE ARE NO OPENINGS FOR THIS JOB AT THIS TIME, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY

Job Possibility: Purchasing Agent

Source	Information - Facts - Notes	Worker Demand	Worker Supply
1. Minnesota Employment Services	No info		
2. Local News Media		Low	—
3. Friends and Relatives	My folks say that there are more than enough jobs for qualified persons.	High	Moderate
4. School Counseling/ Placement Office and Other Staff	No info		
5. Occupational Outlook Handbook/Briefs and the MOIS Computer System		Moderate	Moderate
6. Unions or Local Employers	No info		
7. Civil or Government Service (Federal, State, County)		Low	Low
8. Other: _____ (specify)			

Conclusion:

It appears that there are:

_____ no openings at this time.
_____ fewer openings than persons seeking this job. (D<S)
✓ as many openings as persons seeking this job. (D=S)
_____ more openings than persons seeking this job. (D>S)

IF THERE ARE NO OPENINGS FOR THIS JOB AT THIS TIME, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY

Job Possibility: Mail Carrier

Source	Information - Facts - Notes	Worker Demand	Worker Supply
1. Minnesota Employment Services	Said to go to the federal civil service office	—	—
2. Local News Media	No info		
3. Friends and Relatives	Carrier said to check out with federal civil service.	—	—
4. School Counseling/ Placement Office and Other Staff	No info		
5. Occupational Outlook Handbook/Briefs and the MOIS Computer System	Government jobs increasing slightly	Low	—
6. Unions or Local Employers	No info		
7. Civil or Government Service (Federal, State, County)	Only veterans can apply or take the test some seasonal jobs open	None	—
8. Other: _____ (specify)			

Conclusion:

It appears that there are:

- ✓ no openings at this time.
- _____ fewer openings than persons seeking this job. (D<S)
- _____ as many openings as persons seeking this job. (D=S)
- _____ more openings than persons seeking this job. (D>S)

IF THERE ARE NO OPENINGS FOR THIS JOB AT THIS TIME, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

You would complete this worksheet for all non-eliminated job possibilities or until you can do this evaluation process entirely in your head. Again, you must decide on whether to complete this worksheet for all non-eliminated job possibilities first, or work through the entire evaluation process with one job possibility at a time.

Below are the steps and key points to use in completing "JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY."

Steps	Key Points
1. List the job possibility.	1a. Complete this worksheet in pencil so you can re-use it. 1b. Start with remaining job possibility you most prefer.
2. Gather information from each source.	2a. Check each of the listed information sources in their order on the worksheet. It will probably be more convenient for you to get availability information from a given source on a number of job possibilities at the same time. However, use separate worksheets for each job possibility.
3. List information received from each source.	3a. If a source has no pertinent information, write "No Info" in the spaces provided for the source. 3b. List <u>all</u> information that may be used in determining the worker demand and supply levels.
4. Estimate the levels of worker demand and supply for each information source.	4a. Make an estimate of both the worker demand and supply levels. 4b. Write the level (High, Moderate, Low) in the appropriate columns for each source. 4c. If a source provided information on only one aspect of availability (e.g., only worker demand), estimate the level for that aspect. Don't leave both spaces completely blank.

Steps	Key Points
5. Check the most appropriate conclusion statement about the availability of the job.	5a. Consider the information from all of the sources. 5b. Check the conclusion that best represents the job's availability. This can be done by averaging the levels of all sources. It can also be based primarily on the sources with the best or most complete information.
6. Decide what to do next.	6a. If there are no current openings for this job possibility, you should eliminate this job possibility. You can erase everything above and use this worksheet for the next job possibility. 6b. If there are some openings for this job possibility (even if the worker demand exceeds the supply), you will need to further evaluate this job possibility. If you wish to re-use this sheet, record your conclusion on another sheet for later use. 6c. It may or may not be easier for you to complete this worksheet for all remaining job possibilities before evaluating this job possibility further. Generally, evaluating all jobs will save time.

The third factor in evaluating job possibilities is determining your qualifications for the remaining jobs, those which will satisfy at least a few of your important job needs and which are also currently available. In this evaluation step, you will first identify the minimum worker requirements (special skills, work experience, education, etc.) for each job possibility. You will then determine whether or not you can satisfy the minimum requirements of each. If you cannot meet any of the minimum requirements for a job possibility, it should be eliminated because your chances of obtaining this job at this time are practically zero, regardless of what you do or promise. The job possibilities that are not eliminated here will be the ones you will compare in the final selection process.

Identifying the minimum worker requirements for a job can be a tricky task since there is no one standard that all employers use in designing jobs. Different employers advertising the same positions or job-titles may have very different expectations on what the worker ought to be able to do or what has been done. Also, these employers may use slightly or even drastically different job-titles to describe jobs that have identical duties and worker requirements.

To eliminate some of this confusion, the United State Department of Labor has developed the Dictionary of Occupational Titles (D.O.T.). The D.O.T. is slowly emerging as the one standard that employers can use in designing and advertising their jobs. This monumental reference book (4 volumes) has comprehensive information on approximately 40,000 job-titles. The requirements listed for each job include: educational background, training time or work experience, aptitudes, interests/temperments, critical physical demands, and working conditions. As mentioned earlier, the GATB is keyed to the D.O.T. and will help you determine the jobs for which you are currently qualified. If you are unable to take the GATB, you can use the D.O.T. yourself in evaluating job possibilities. It is strongly recommended that you use the D.O.T. in this evaluation step. However, because it is a massive book which contains considerable information in condensed form, you may want to seek assistance in learning how to use this reference book. This book should be available at your school and any public library.

Other sources of information for determining the minimum requirements of job possibilities exist. Using more than one source is especially desirable in this step because minimum requirements can and do vary considerably between different companies or employers. The "Help Wanted" newspaper ads usually provide the minimum requirements for each job opening listed. This source can readily tell you what the "going" requirements are in your area. Remember, local worker supply and demand will affect the advertised requirements. Employers and employees working on the jobs you are evaluating can tell you what the duties and requirements are at their places of work. School counseling/placement staff, friends and relatives may be able to help you identify the minimum requirements. These people also may be able to help you in determining which minimum requirements you can meet or surpass.

Once you've established the minimum requirements of a job, you are ready to evaluate your own qualifications--your ability to meet the various requirements of the job. For some requirements, it is obvious whether or not you can satisfy them. You either do or do not have the required amount of education or work experience. For other requirements, such as special aptitudes, it will be more difficult to determine whether or not you are qualified.

There are tests, including the GATB, which will indicate what aptitudes or skills you currently possess. Your school counselor can arrange for you to take such tests and can help you evaluate the results. Your grades in relevant courses are also indicators of your qualifications. Your role and accomplishments in extracurriculur activities or sports will provide hints. Evaluating your experiences (good and bad) in part-time or summer jobs can be helpful in determining your qualifications for each job

possibility. It is to your advantage that you be honest and objective in evaluating your qualifications. You have nothing to gain from overstating your qualifications except temporarily inflating your ego which will soon be deflated after employers or their representatives give you the "Don't call us, we'll call you." Get help from others in this critical process. Some people may be able to tell you about strengths and weaknesses that you didn't know you had. Accept opinions (critical and complimentary) with a level head.

In working through this evaluation step, we ask that you complete "JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS" for all remaining job possibilities. You will see from the completed examples on pages 31 to 33 that on this worksheet you are asked to identify the minimum requirements and provide some evidence which you can give to employers about your ability to meet each requirement. This worksheet will be of great assistance in the actual job seeking process. So do your best and be honest in completing this worksheet.

Below are the steps and key points to use in completing JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS.

Steps	Key Points
1. List the job possibility.	1a. Complete this worksheet in pencil so you can re-use it.
	1b. Start with the remaining job possibility you most prefer.
2. Identify your sources of information.	2a. Determine the most reliable and useful sources on minimum requirements.
	2b. List sources in descending order of usefulness in the space provided. The most used would be listed first.
3. List all of the minimum requirements for the job.	3a. Under each heading, list the specific requirements in that area.
	3b. List remaining requirements that do not fall in the listed categories under "Other". For example, personal factors, transportation, etc.
	3c. Be as specific as possible in listing a requirement.
	3d. Star (*) essential requirements that must be satisfied in order to be considered for the job.

JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS

Job Possibility: Salesperson

Information Sources on Requirements: From own experience, D.O.T.

MINIMUM REQUIREMENTS	YOUR QUALIFICATIONS	
Special Skills/Abilities:	Can you satisfy this requirement?	What evidence can you present to an employer?
* 1. Sales Ability	Easily	Top sales in job, finalist in J.A. contest
2. Communication Skills	Easily	School debate club, B in speech
3. Ability to learn	Easily	Principal's Honor Roll and will graduate in top ½.
Work Experience:		
Experience preferred, but will train.	Easily	Past work experience and was J.A. Vice President of Sales
Education:		
H.S. diploma strongly preferred.	Easily	Will graduate by then with B average.
Other:		
1. Good appearance	Easily	I like to look good
* 2. Deal with people.	Easily	I didn't have any problems with people.

Conclusion:

I can satisfy:

____ none of the minimum requirements of the job.
____ some of the minimum requirements of the job. (Q<R)
____ all of the minimum requirements, most just barely. (Q=R)
✓ all of the minimum requirements, most very easily. (Q>R)

IF YOU CANNOT MEET ANY OF THE MINIMUM REQUIREMENTS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS

Job Possibility: Customer Service Rep.

Information Sources on Requirements: D.O.T., "Help Wanted" Ads

MINIMUM REQUIREMENTS	YOUR QUALIFICATIONS	
Special Skills/Abilities:	Can you satisfy this requirement?	What evidence can you present to an employer?
1. Communication Skills	Easily	B in Speech, school debate club, work experience.
2. Clerical Skills	Barely	I have registered sales, helped in the inventory.
3. Numerical Ability	Barely	C+ in math courses.
Work Experience:		
* Some experience preferred	Barely	My sales clerk work should apply to this job.
Education:		
H.S. diploma strongly preferred.	Easily	I will have graduated by that time with B average.
Other:		
1.		
2.		

Conclusion:

I can satisfy:

____ none of the minimum requirements of the job.
____ some of the minimum requirements of the job. (Q<R)
✓ all of the minimum requirements, most just barely. (Q=R)
____ all of the minimum requirements, most very easily. (Q>R)

IF YOU CANNOT MEET ANY OF THE MINIMUM REQUIREMENTS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

Job Possibility: Purchasing Agent

Information Sources on Requirements: D.O.T., Worker interview

MINIMUM REQUIREMENTS	YOUR QUALIFICATIONS	
Special Skills/Abilities:	Can you satisfy this requirement?	What evidence can you present to an employer?
* 1. Extensive Business Knowledge	No	Know some of the basics from J.A.
2. Numerical Ability	Barely	I received C+ in my math courses, hope to get B in business math
3. Communication Skills	Easily	School debate club, V.P. of Sales, Can all easily.
* Work Experience: From 6 months to 4 years.	No	Just 3 months of sales clerking
Education: College Degree Strongly Preferred	No	Will graduate from H.S., May, in top half, maybe will attend night school.
Other: 1. Initiative and Drive	Easily	The fact that I have prepared a personal data sheet
2.		

Conclusion:

I can satisfy:

- ✓ none of the minimum requirements of the job.
- ____ some of the minimum requirements of the job. (Q<R)
- ____ all of the minimum requirements, most just barely. (Q=R)
- ____ all of the minimum requirements, most very easily. (Q>R)

IF YOU CANNOT MEET ANY OF THE MINIMUM REQUIREMENTS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

Steps	Key Points
3. (Continued)	3e. List any and all requirements, even those not required by all employers.
	3f. If your information on a certain requirement is conflicting, list the most demanding requirement if the worker demand is less than the worker supply. Write in the easiest requirement if the worker demand exceeds the worker supply.
4. Determine your qualifications for the job.	4a. For each minimum requirement, write your evaluation of whether or not you can satisfy it. Possible responses would be no, barely and easily.
	4b. Your evaluation should be based on objective assessment, not wishful thinking.
	4c. Don't sell yourself short. Consider all experiences: work, school, sports and social clubs, church, family and community/neighborhood.
	4d. Seek help or confirmation from others.
5. List evidence of your qualifications.	5a. For each minimum requirement you can satisfy, list evidence of your qualifications.
	5b. Put yourself in the place of an employer. What evidence would you want?
	5c. Evidence may be either past accomplishments or future potential. It must be supported by facts, not personal opinions.
	5d. If you can't provide clear, undebatable evidence for an alleged qualification, you probably can't satisfy that requirement. Your response should be changed to "No."

Steps	Key Points
6. Check the most appropriate conclusion statement.	6a. Select the statement that comes the closest to matching how well you satisfy the minimum requirements.
	6b. Base your decision on your responses above.
	6c. If you cannot meet the essential (*) requirements of the job, check (✓) the statement indicating you meet none of the minimum requirements.
	6d. If you checked that you meet none of the minimum requirements, eliminate this job possibility. You can erase everything above and use this worksheet for evaluating the next job possibility.
	6e. If you are at least minimally qualified for this job possibility, save this sheet and evaluate your qualifications for the remaining job possibilities on additional worksheets.

The third and last stage in the job selection process is where you compare the best job possibilities and select the job which best satisfies your important job needs and which you have the best chance of securing.

The job possibilities you will consider here are screened and tested. All unrealistic or unsatisfying job possibilities have been eliminated. Choosing the best of these job possibilities should be fairly simple since your information on each job possibility is already collected and evaluated. You will simply put the pieces of information together and decide which job picture you most prefer. Your preference could be based on (1) strictly your chances of securing each job, (2) strictly the maximum need satisfaction by each job, or (3) a combination of the two. Though this step requires less work than the second step, it does require critical judgment and good decision making on your part. If this step is done haphazardly, all of your previous hard work is wasted. Also, the chances of your job search being successful may be considerably lowered if your job selection is unrealistic. A bad job-selection will result in a bad job and you can easily get a bad job without going through all of this work.

To aid you in this final and probably most important step in the job selection process, a final worksheet is provided, "JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB." From observing the completed example on page 38, you will note that all three evaluation factors (needs satisfactions, availability and qualifications) are considered equally important--all have the same sets of scores under their worksheet conclusion symbols. By considering all factors equally important in your selection process, you will, in effect, be giving slightly more emphasis to your chances of securing a particular job than to maximum need satisfaction. This is because job availability interacts with your job qualifications to determine your chances of securing a job. To illustrate this interaction, Figure 1 is given on the following page. Each cell represents job offer chances based on different possible combinations of job availability and one's job qualifications. You can interpret these chances in two ways: (1) your chances of receiving more than one job offer, or (2) your chances of receiving a job offer right at the start of your search (within the first week).

To complete "JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB," follow the steps and key points listed below.

Steps	Key Points
1. List all remaining job possibilities.	1a. List only those job possibilities that have passed through all three evaluation factors.
	1b. You must have at least two remaining job possibilities. If not, you should identify additional job possibilities to evaluate. EXCEPTION: If you have only one remaining job possibility and it is the job you knew you wanted from the start, you could use this worksheet to verify this job choice.
	1c. If you have more than five remaining job possibilities, draw in additional lines or use another worksheet.
2. Collect your worksheets and any recorded information on these job possibilities.	2a. For each of the remaining job possibilities, you should have job selection worksheets: 2.1, 2.2, 2.3 or the equivalent information.
	2b. Note the appropriate symbol/ word (in parenthesis) beside each worksheet conclusion statement you checked.

Figure 1. Job Offer Chances Based on Job Availability and Job Qualifications.

Job Availability / Job Qualifications	Less Openings Than Job Seekers (D<S)	As Many Openings As Job Seekers (D=S)	More Openings Than Job Seekers (D>S)
You Can Satisfy Some Minimum Requirements (Q<R)	No Chance	Slight Chance	Fair Chance
You Can Barely Satisfy All Minimum Requirements (Q=R)	Slight Chance	Fair Chance	Good Chance
You Can Easily Satisfy All Minimum Requirements (Q>R)	Fair Chance	Good Chance	Excellent Chance

JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB

Worksheet Conclusion (Factor Score)	Factor 1 Job Needs Satisfaction				Factor 2 Job Availability				Factor 3 Job Qualifications				Total Score
	Few (-2)	Some (0)	Most (+1)		D<S (-2)	D=S (0)	D>S (+1)		Q<R (-2)	Q=R (0)	Q>S (+1)		
Remaining Job Possibilities:													
1. Salesperson			+1	+		0		+			+1	=	+2
2. Customer Service Rep.		0		+		0		+		0		=	0
3. Bank Clerk		0		+		0		+	-2			=	-2
4. Cashier	-2			+			+1	+		0		=	-1
5.				+				+				=	

Conclusion:

The job possibility with the highest total score is: Salesperson

The job possibility I have selected to seek is: Salesperson

IF THE JOB YOU CHOOSE TO SEEK IS NOT THE ONE WITH THE HIGHEST TOTAL SCORE, YOU ARE PROBABLY WEIGHING FACTORS DIFFERENTLY. MAYBE YOU ARE ESPECIALLY SURE OR UNSURE ABOUT ONE OR TWO FACTORS. WHILE IT IS NOT CRITICAL THAT YOUR JOB SELECTION BE THE ONE WITH THE HIGHEST TOTAL SCORE, IT IS CRITICAL THAT YOU CAN CLEARLY JUSTIFY THE DIFFERENT SELECTION TO YOURSELF.

Steps	Key Points
3. Translate your worksheet conclusion statements into factor scores.	3a. Do each job possibility separately. 3b. For each factor, write in the appropriate factor score (-2, 0, +1) underneath the worksheet conclusion you had checked. For example, if a job possibility satisfied most of your important job needs, you would write "+1" in the space below Factor 1 for that job. Once you have recorded a score on all factors for a job possibility, proceed to the next one and repeat this process.
4. Total the factor scores for each job possibility.	4a. Simply add the three factor scores (side-by-side) for each job possibility and place the total in the "Total Score" spaces provided. 4b. Look over the examples below on how to add positive and negative numbers: Ex. 1. -2 + (-2) = -4 Ex. 2. -2 + (+1) = -1 Ex. 3. +1 + (-2) = -1 4c. A total score could never be lower than "-6" or higher than "+3."
5. List the job possibility with the highest total score.	5a. Examine all total scores and check for any math errors. 5b. Highest total score would be the most positive total score.
6. List the job possibility you have decided to seek	6a. This should be the one with the highest total score. If not, you are probably not considering factors as equally important. Be sure you can clearly justify the difference to yourself and are prepared for any future consequences.

Steps	Key Points
6. (Continued)	6b. If two job possibilities are tied for the highest total score, you can either try to select one over the other or seek both jobs.
	6c. If you have only one job possibility, you can use the following decision rule to verify your job choice. If the total score is zero or greater, the job choice is probably a reasonable one. If the total score is negative, you should probably consider other job possibilities. You will probably either not be satisfied with this job or not be able to secure this job.

Having selected your best possible job, you are now ready to start your actual job search activities. Your first job search activities will be preparing your personal data sheet.

MODULE 2
PREPARING AND USING A PERSONAL DATA SHEET

Are you ready to start searching for the job you have selected? If so, let's start with your best opening move, preparing your personal data sheet or resume, as it is formally called. This job seeking skill should not be ignored--especially by young persons. A personal data sheet can save you much frustration and embarrassment. This reading module will explain what a personal data sheet is, its advantages, how to prepare your personal data sheet, using your personal data sheet, and writing cover letters for your personal data sheet.

What Is A Personal Data Sheet And Why Should I Prepare One?

A personal data sheet or resume is simply a one or two page description of you and your qualifications. Your personal data sheet should be prepared specifically for the job or jobs you are seeking. If you are seeking two entirely different jobs you will need to prepare separate personal data sheets for each. The problem of preparing an "all purpose" personal data sheet, rather than a "job specific" personal data sheet, is that some facts you list as qualifications for certain jobs may actually be disqualifications for other jobs.

An example of a personal data sheet is shown on the next page. This example illustrates how the personal data sheet of our character, Jody Johnson, might look. This character tested a number of job possibilities in the previous module and concluded that a sales job was indeed the best job to start his/her career. Many of the qualifications listed on this personal data sheet come directly from the first example of the "JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS on page 31.

As mentioned earlier, preparing a personal data sheet is a fantastic investment. It offers at least four advantages to job seekers. The first advantage of a personal data sheet is the help it can give you in starting up your job search. You can give copies of your personal data sheet to relatives, friends, school staff, and other persons who might be able to help you locate available job opportunities. These people can better help if they know exactly what job you want and what your qualifications are. They may be willing to give copies of your personal data sheet to their friends or relatives who are in a better position to help you. Before doing any leg work, you may want to mail your personal data sheet to employers who are likely to have the job you are seeking. This will cut down your time identifying unlisted job openings and may help you avoid wasting time completing application procedures with employers who either don't have any job openings or are just not interested in your qualifications.

A second advantage of a personal data sheet is the assistance it will provide you when applying for jobs. By having your personal data sheet with you when filling out employment application forms, you can be sure the information you list is accurate and complete. Many job applicants are eliminated immediately because their application forms were incomplete or too sloppy because of corrections. A personal data sheet should also increase your chances of a successful employment interview. Preparing a personal data sheet will help you organize your thoughts ahead of time. It will provide you with good answers to many of the questions asked by interviewers. Your personal data sheet will contain much of the content for your job interview.

JO DELANO JOHNSON

POSITION DESIRED: Salesperson

PERSONAL INFORMATION:

Date of Birth: May 25, 1959

Residence: 1832 Finley Avenue
Micropolis, Minnesota 55999

Telephone: 612-901-7777

Social Security Number: 782-12-3346

JOB-RELATED SKILLS:

Sales Ability: Top sales (summer employees) in past position

Regional finalist in Junior Achievement "Salesperson of the Year" competition

A average in distributive education courses

Communication Skills: Member of Central High Debate Club

B in Speech I

Ability to Learn: Principal's Honor Roll

Will graduate in top half of class

WORK EXPERIENCES:

5/76 to 8/76

Position: Sales Clerk (full-time)

Employer: J. C. Perkins Department Store
100 Deadwood Mall
St. Pall, Minnesota 55998

Supervisor: Raymond Cardin, Assistant Store Manager

Duties: Retail sales of clothing, home furnishings, landscape supplies, and stationery products

Achievements: Letter of Commendation from store manager for outstanding work performance, top sales of summer employees

9/75 to 5/76

Position: Vice-President of Sales

Employer: Write-On Company (a Junior Achievement Company)

Supervisor: Gloria Wittam, Company Sponsor

Duties: Door-to-door sales of company made products, training of sales personnel

Achievements: Organized one day Sales Exposition which produced over $500 in sales

JO DELANO JOHNSON

EDUCATION:

High School:	Central High School 500 - 1st Street N Micropolis, Minnesota 55989
Graduation Date:	May 31, 1977
Special Courses:	Distributive Education I and II, Business Math I and II, Speech I
Achievements:	Principal's Honor Roll, elected Treasurer of D.E.C.A., perfect attendance record
Overall Average:	B

ACTIVITIES AND INTERESTS:

Organizations:	Junior Achievement, D.E.C.A., Debate Club
Sports:	Tennis, basketball, skiing
Interests:	Play piano and sing, camping, C.B. radio

REFERENCES:

Mr. Raymond Cardin
Assistant Store Manager
J. C. Perkins Department Store
100 Deadwood Mall
St. Pall, MN 55998
Telephone: 612-903-1100
Relationship: Supervisor

Ms. Gloria Wittam
District Sales Manager
2N Corporation
P.O. Box 79
St. Pall, MN 55995
Telephone: 612-881-3569
Relationship: Junior Achievement Sponsor

Mr. Charles Tibble
Distributive Education Coordinator
Central High School
500 - 1st Street N
Micropolis, MN 55989
Telephone: 612-310-7751
Relationship: Instructor

A third advantage of a personal data sheet is that it will allow you to apply for jobs not otherwise available. There are certain jobs that typically request (which really means, REQUIRE) applicants to submit their personal data sheet as a condition of consideration. Most professional, sales and management positions are in this category. There are even some high level clerical and secretarial jobs that request a personal data sheet be submitted. If very few job openings exist in your immediate area, you may want to apply for the desired job in other locations. Mailing your personal data sheet with a cover letter is the route to go if this distance is far. Mailing is much easier and less costly than applying in person or a series of long distance telephone calls.

The fourth advantage is perhaps the most obvious and important. A well prepared personal data sheet will make a good "first impression" on the persons reading it. After seeing that you took the time to prepare a personal data sheet, persons will know that you are serious about obtaining the job desired. People helping you locate job opportunities will be more likely to give you an extra effort. Many employers will be impressed by your preparation and work--especially those who do not normally receive personal data sheets from job applicants. Psychological research clearly shows that first impressions (good and bad) are long lasting and can only be broken by overwhelming contrary information. Thus, a well organized personal data sheet will give you a terrific advantage. It will set you apart from other job seekers equally qualified and may make the difference in obtaining a job for which you are only minimally qualified.

How Do I Prepare My Personal Data Sheet?

The purpose of your personal data sheet is to advertise and sell your qualifications to employers in order to be considered for the available job openings or vacancies. Your personal data sheet can best do this by presenting a picture of you which is as positive as truth permits. It must be as brief as possible, and should not contain any unnecessary or negative information. If your personal data sheet is effective, it will provide you job interviews where you will try to obtain job offers.

In deciding which positive information to include, ask yourself, "Is this information related to the job?" or "Does this information demonstrate my capacity or potential to perform the job?" If either answer is no, this information should not be listed in your personal data sheet. By listing positive information not related to the job, you risk boring or even turning off the reader. Be sure to list any positive, related information that you don't expect will be requested on job application forms.

What about negative information such as poor grades, problems with the police, medical conditions, or getting fired or laid off? Our advice is do not list such information on your personal data sheet even though it may be requested on an application form and discussed in the interview. Your personal data sheet is an advertisement of your qualifications, not your disqualifications. You can be honest without providing a complete list of your faults and failures. This recommendation is especially important because some employers do use the personal data sheets to screen out job applicants. Generally, employers don't expect their employees to be perfect. However, they usually do expect job applicants to look nearly perfect. Therefore, try to anticipate and meet these expectations in your personal data sheet. It will be your one opportunity to put only your best foot forward.

Before preparing your personal data sheet, go back and review the brief description of Jo Delano Johnson on page 5. In reviewing the description, look for any information about Johnson that is not included in Johnson's personal data sheet. Remember, your personal data sheet should not contain any unrelated positive or negative information.

Let's start examining what you need in order to prepare your personal data sheet. Your primary tool for preparing your personal data sheet, besides your own head, is the "JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS" you completed on this job. It contains nearly all the information you need in preparing your personal data sheet. You may have additional information you were unable to list in the limited space on the worksheet.

There are many different styles or formats you can use in preparing your personal data sheet. The format presented here is used because it is straightforward, easy to understand and intentionally not fancy. You could use a different format for your personal data sheet if you wish. Some people want their personal data sheets to look original and creative, while others prefer a conventional business format.

Regardless of the format you decide to use, there are eight basic pieces of information that should be considered for inclusion when preparing your personal data sheet: HEADING, POSITION DESIRED, PERSONAL INFORMATION, JOB-RELATED SKILLS, WORK EXPERIENCE, EDUCATION, ACTIVITIES AND INTERESTS, REFERENCES. These eight basic pieces of information are treated as separate personal data sheet sections in the format presented here. However, some of this information could be collapsed into fewer sections or even omitted if appropriate in your case. Explanations and suggestions for completing each section follow.

1. HEADING. The heading simply refers to the title you put at the top of your personal data sheet. Most often, people just print their full name (in capitals) at the top of the page as the heading. Each page of your personal data sheet would have your name at its top. This insures that the pages in your personal data sheet can be matched if accidentally separated in the application process.

Persons having a one-page personal data sheet may simply list the job desired as the heading and list their name in the PERSONAL INFORMATION section--this format would eliminate the next section, POSITION DESIRED, and save space.

JO DELANO JOHNSON

2. POSITION DESIRED. This is simply listing the job for which you are applying. If you want to be considered for a group of related jobs rather than one specific job, you could list the broad occupational heading which covers the jobs you are seeking. This second strategy should be used if the exact title for your desired job changes from employer to employer.

POSITION DESIRED: Salesperson

or

POSITION DESIRED IN: Sales and Distribution

3. PERSONAL INFORMATION. This section can contain as much personal information as you wish to provide. In this example, the only information listed is the person's birthdate, address, telephone number and social security number. Providing additional information can be risky. It may help or hurt your chances depending on how individual employers interpret and use this information--screening in or screening out applicants. If you think it will increase your chances, you could list information such as your ethnic background, religion, marital status and dependents, health, height, and weight. BE CAUTIOUS IN PROVIDING ANY NON-ESSENTIAL INFORMATION.

PERSONAL INFORMATION:

Date of Birth:	May 25, 1959
Residence:	1832 Finley Avenue Micropolis, Minnesota 55999
Telephone:	612-901-7777
Social Security Number:	782-12-3346

4. JOB-RELATED SKILLS. Here you will provide information concerning any of your skills, abilities or aptitudes that relate to your ability to perform on the job. List only those job-related skills that can be backed up with concrete evidence such as grades, awards, promotions, and test scores. Aptitudes are skills that a person has not yet used or demonstrated, but is supposed to have or can learn very easily. Your aptitudes or potential may be one of your biggest selling points, but they are hard to prove. If you cannot provide evidence or indicators of your job-related skills, then perhaps you should omit this section. However, this section is usually the section that most impresses employers. Use your "JOB QUALIFICATIONS" worksheet in writing this section.

JOB-RELATED SKILLS:

Sales Ability:	Top sales (part-time) in current position
	Regional finalist in Junior Achievement "Salesperson of the Year" competition
	A average in distributive education courses
Communication Skills:	Member of Central High Debate Club
	B in Speech I
Ability to Learn:	Principal's Honor Roll
	Will graduate in top half of class

5. WORK EXPERIENCE. In this section, you should list your related past work experiences. Don't limit yourself to paid jobs. Work experiences also include any significant positions in school organizations or clubs, volunteer or church experiences, and job training programs. Work experience is normally the most critical section in a personal data sheet, but most employers won't expect recent high school leavers to have considerable work experience. If you don't have any related past work experiences, you could omit this section. However, it might be better to list other significant work experiences where you did well. Doing this will show you've had some previous work experience where you have developed skills and good work habits which will perhaps apply also to this job.

In listing work experiences, start with your most recent or present work experience and work back to your first significant or related work experience. For each work experience, you should provide the dates of employment, title of the position held, employer's or company's name and address, duties of the job, and any significant

achievements. Be specific and brief in listing this information. Again, your "JOB QUALIFICATIONS" worksheet will provide assistance in writing this section.

WORK EXPERIENCE:

5/76 to 8/76

Position:	Sales Clerk (full-time)
Employer:	J. C. Perkins Department Store 100 Deadwood Mall St. Pall, Minnesota 55998
Supervisor:	Raymond Cardin, Assistant Store Manager
Duties:	Retail sales of clothing, home furnishings, landscape supplies, and stationery products
Achievements:	Letter of Commendation from store manager for outstanding work performance, top sales of summer employees

9/75 to 5/76

Position:	Vice-President of Sales
Employer:	Write-On Company (a Junior Achievement Company)
Supervisor:	Gloria Wittam, Company Sponsor
Duties:	Door-to-door sales of company made products, training of sales personnel
Achievements:	Organized one day Sales Exposition which produced over $500 in sales

6. EDUCATION. If you have very little work experience, you may be able to substitute education for work experience--if you did well in school AND if the job requirements emphasize educational or scholastic abilities. If you did not do well in school or if the job only requires the very basic educational qualifications (completion of primary school) you would give only the basic educational information: name and address of highest level of school completed, graduation date (or expected date), and a list of related courses (if any). If you can substitute education for work experience, you would expand this section. In this case, you could provide additional information such as your overall average, grades in job related courses, and any scholastic achievements or awards. This

example is prepared for the situation where scholastic abilities are somewhat important, the person's work experience and educational qualifications are fairly good.

EDUCATION:

High School:	Central High School 500 - 1st Street No. Micropolis, Minnesota 55989
Graduation Date:	May 31, 1977
Special Courses:	Distributive Education I and II, Business Math I and II, Speech I
Achievements:	Principal's Honor Roll, elected Treasurer of D.E.C.A., perfect attendance record
Overall Average:	B

7. ACTIVITIES AND INTERESTS. Some persons don't treat this kind of information as a separate section but place it in other sections, usually the PERSONAL INFORMATION and EDUCATION sections. While often appropriate, this approach may encourage you to put in other non-essential information which might hurt your chances of getting a job interview or offer.

Employers are usually very interested in the hobbies, activities, interests or organizations of a potential employee because these may affect your performance on the job or suggest work activities you will enjoy. It is almost always to your benefit to list any sports or organizations, especially those where you held offices or special positions. These activities can suggest leadership potential, physical fitness, and your ability to get along and work with others. Be careful in listing your interests--they may help but also may hurt your chances. If you must work with people, avoid listing too many "loner" activities.

ACTIVITIES AND INTERESTS:

Organizations:	Junior Achievement, D.E.C.A., Central High Debate Club
Sports:	Tennis, basketball, skiing
Interests:	Play piano and sing, camping, C.B. radio

8. REFERENCES. In this section, you will identify persons who will verify your qualifications and good character to employers. Before listing persons as references, be sure to ask their permission to list their names. Also be sure you can give their correct titles, work address and telephone number. These persons may even be willing to write a "letter of reference/recommendation" which can be attached to your personal data sheet. In listing the information on each reference, be sure to identify the person's relationship to you. This tells the employer how well this person knows you and what credence to give this reference. If your personal data sheet can be completed on one page by not listing references, you may want to eliminate listing references. Instead, you would write, "References available upon request."

REFERENCES:

Mr. Raymond Cardin
Assistant Store Manager
J. C. Perkins Department Store
100 Deadwood Mall
St. Paul, MN 55998
Telephone: 612-903-1100
Relationship: Supervisor

Ms. Gloria Wittam
District Sales Manager
2N Corporation
P.O. Box 79
St. Pall, MN 55995
Telephone: 612-881-3569
Relationship: J. A. Sponsor

Mr. Charles Tibble
Distributive Education Coordinator
Central High School
500 - 1st Street N
Micropolis, MN 55989
Telephone: 612-310-7751
Relationship: Instructor

Now that you have received a point-by-point description and explanation of the information to be included in a personal data sheet, you are ready to complete your personal data sheet. On the next page is a list of steps and key points to use in preparing your personal data sheet.

Steps	Key Points
1. Complete "JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS" and other preparations.	1a. If you selected your job through the methods recommended in the MODULE 1, you have already completed this worksheet and are at least minimally qualified for this job. Review your worksheet and add any new evidence of qualifications.
	1b. If you have not completed the selection activities in MODULE 1, do so now.
	1c. Review the purposes of a personal data sheet.
	1d. Decide on a format or style.
	1e. Review the given example, and the guidelines provided in this module.
2. Make a draft copy.	2a. For each section, start writing information from the above worksheet.
	2b. Be precise and brief. No unnecessary words.
	2c. Use action or descriptive words.
	2d. Spelling must be perfect. Use a dictionary.
	2e. Be consistent in your format: margins, spacing, indention, capitalizations, numbering.
	2f. This is your first draft. Don't expect it to be your final copy.
3. Get some persons to critique your draft copy.	3a. Before showing your draft copy to others, double check it yourself and make any changes necessary.
	3b. Seek out persons who know you well (and can be honest with you), know something about the job desired, and know how to prepare a good resume or personal data sheet.

Steps	Key Points
3. (Continued)	3c. Give readers a xerox copy of your draft, so they can note suggested changes or corrections directly on the copy.
	3d. Ask readers to look for unclear or unnecessary information, unconvincing qualification evidence or indicator, spelling errors, inconsistencies, poor organization and ways to shorten it.
	3e. Tell readers to be honest and critical. They should feel free to write on the draft copy.
	3f. Set up a time to meet and discuss their reactions, comments and suggestions.
	3g. Don't forget to thank the readers--regardless of their comments.
4. Modify draft copy.	4a. Objectively evaluate the remarks and suggestions of the readers.
	4b. Make the necessary structural, informational and grammatical changes. Do not let your "ego" or pride prevent you from making needed revisions.
5. Type the final copy.	5a. Your finished personal data sheet must be typed. If you do not type, ask someone to type it for you--EVEN IF IT COSTS MONEY.
	5b. Be sure the typewriter used is clean and is in good condition. A new ribbon is best.
	5c. Use only high quality bond paper. White for the professional look, colored for the creative look.

Steps	Key Points
6. Proofread the final copy and re-type if necessary.	6a. Get original readers to proof-read the final typed copy. Don't rely only on the typist and yourself.
	6b. One or two minor mistakes (misspelled words) can be corrected, if done neatly.
	6c. If there are other changes or mistakes (elimination of certain items, change in structure, many "typo's") the final copy should be re-typed. If you're paying for the typing, agree on the needed quality before the typing starts.
	6d. Remember, a poorly prepared personal data sheet is worse than none! It will create a bad first impression.
7. Make copies of your finished personal data sheet.	7a. In making copies, you can use a printing or off-set process or even a quality photo-copy process.
	7b. Check in your local "Yellow Pages" under the headings of "Copying and Duplicating Services," "Photo-Copying" and "Printing," for the locations of the services closest to you.
	7c. Check the prices for the different processes. Try to get the best quality for the best price. The more copies, the cheaper the rate.
	7d. Examine the first copies for blurs, smears, black marks, etc. Change processes if the quality is poor.
	7e. Be sure to make enough copies. A second run is usually much more expensive than one run with extra copies. Make at least 20 copies. If you plan to use a mailing campaign, this minimum will need to be increased.

How Do I Use My Personal Data Sheet?

Once you have prepared your personal data sheet and have made copies of it, your next task is to get your personal data sheet into the hands of employers and other persons who can help you locate job opportunities. You can distribute your personal data sheet by personal delivery, or mailing. Both approaches will be briefly explained. Primary focus will be given to the mailing approach because it is potentially a very useful approach. Also, this method is not well understood or even used by many job seekers.

The first approach, personally delivering your personal data sheet, is probably the most frequently used method of distributing personal data sheets. This method is definitely the one to use in contacting those persons you feel may be able to help you locate job opportunities. Personally giving these persons your personal data sheet allows you and these persons an opportunity to discuss your situation and exchange information. These people may want you to elaborate on your qualifications, limitations, important needs, and what you expect from them. This approach will provide you with more detailed information on job opportunities than other approaches, however, it also requires more time on your part than needed for other approaches.

Many people present their personal data sheets to employers during the actual application process. This will impress the employers and, if you're lucky, your personal data sheet can even be substituted for the application form. This method of distributing a personal data sheet to employers works, but what about the employers you don't get around to contacting? Since you obviously can't knock on every employer's door, will you just write off these employers and their possible job opportunities? Hopefully not, if you really want the best possible job.

The solution to the dilemma above is using the second approach, mailing. Mailing a personal data sheet with a cover-letter to explain why you are sending it is clearly an ideal method of contacting employers about job opportunities. In the long run, a mailing campaign can save both you and employers time, effort and expense. Many people feel a mail campaign is strictly for executives and professionals. Why do you think these people use this approach? Because it works! Mailing does require some additional work and planning on your part, but it is well worth the effort. This extra work can actually save you money (less gas or bus fare spent on visiting the wrong employers) and can give you much more freedom and flexibility in your job search.

In mailing your personal data sheet to employers, there are some critical points you should keep in mind. The first point to consider is the scheduling or timing of your mailing campaign. Your personal data sheet should be mailed out at least one month before you need to start working. If you don't give yourself this month, you may not have time to follow up on all of your mailings. This lead time is especially important if you indicated in your cover letters that you would wait for employers to contact you. The big advantage of mailing is the flexibility it will give you in searching for a job. By mailing out your personal data sheet

before you actually start searching, you can check out various sources of job opportunities while you are waiting for employer responses or before you start following up on your mailing.

Another key point in mailing is developing a sufficiently large list of employers to whom you will mail your personal data sheets. Your listing does not have to include every employer in town, but should include more than the two or three employers you may already know. Remember, the fewer employers you originally contact, the fewer job interviews or offers you can possibly receive. Since there is no guarantee that any of the contacted employers will have any job openings at the time you contact them, we recommend that you mail your personal data sheet to at least ten employers. If unusual circumstances exist in your case (your job qualifications are limited, many people are looking for the same job), you will want to mail out personal data sheets to more than ten employers, perhaps twenty-five employers.

Mailing to at least ten employers will help insure your chances of receiving more than one job interview or offer. Not all employers responding to your personal data sheet will ask that you visit them. Some will politely respond that there are no current openings and that you will be contacted should any openings occur. You could assume that employers not responding are not interested; however, a quick follow-up phone call may prove this assumption wrong. They may simply have filed your personal data sheet.

A final point to consider in mailing (or any type of employer contact) is identifying the best person in each company to receive your personal data sheet. Too often people send their personal data sheets to no one in particular, but rather just put "ATTN: Personnel" on the envelope and address the cover letter as "To Whom It May Concern". You can't expect the same special consideration from a personnel worker that you might be able to get from a person who is responsible for the job you are seeking and who doesn't normally receive "letters of application" from job seekers. Supervisors, managers and even top executives may be very impressed by your initiative and even flattered that you chose to contact them. So, we recommend that you try to find out who the best contact person is for each of your listed companies or employers.

There are many ways of identifying who your best employer contacts will be. The people helping you locate job opportunities will probably be able to suggest appropriate contact persons, and may even be willing to arrange for you to meet with these persons to discuss employment possibilities. In this case you must decide whether to first mail a personal data sheet or just bring one to the meeting.

Another way to identify these contact persons is to telephone the company and ask for the name of the person who is in charge of the job area you want. The receptionist or telephone operator may try to transfer you to the personnel department. If you are transferred to personnel, re-state your question. Be prepared to be told that you should apply strictly with their department. Be polite, but firm. Maybe you can send

your personal data sheet to both the personnel department and the person in charge of your job area. However, if the personnel department is not cooperative, just mail your personal data sheet to them. They may not give you special consideration, but they will consider you and do so fairly.

A final method for identifying employer contacts is using business directories/listings at your public library. These directories will be especially helpful if you are interested in the larger companies or if you want to send your personal data sheet to the top executives. Some people think sending one's personal data sheet to the company president is the only way to go. These directories usually list the top company officers, their titles, branch office locations and telephone numbers, and a brief description of the company's products or services. You could consult with the librarian in selecting the most useful directories for your purposes.

How Do I Prepare A Cover Letter For My Personal Data Sheet?

When mailing out your personal data sheet to employers, you cannot send it out without some explanation. What would you do if you received someone's personal data sheet without any explanations? So would an employer. Cover letters must tell the readers who you are and why they are receiving your personal data sheet.

Two examples of cover letters are provided on the next two pages. The first cover letter (block style) uses a very assertive approach, while the second example (indented style) uses a modest approach. Presently, the block style is most frequently used in business. Some employers are not impressed with the assertive approach. However, this approach is still appropriate for many employers and certain kinds of jobs.

A cover letter is a brief business letter which has three primary goals. It must get the reader's attention and develop interest in you. It must introduce your personal data sheet. Finally, it requests a job interview. These three goals are usually written in three separate paragraphs, each consisting of no more than three or four sentences.

Your cover letter must create interest. The first two sentences should make the reader want to read further. Frequently, these sentences are used to present one's qualifications and state the job desired. These sentences should point out your potential value to the company without appearing conceited and should also contain the company's name. Two examples of possible first paragraphs are:

> "Controlling shoplifting is a vital concern in all retailers including Watts. Use my unusual experiences and talents to decrease your losses and increase your profits."

or

> "Efficient, career-minded secretaries are increasingly hard to find. I enjoy secretarial work and my recent completion of the "Model Office" program at St. Pall High School qualifies me for the available secretarial position at Huberts."

Example 1 (Block Style/Assertive Approach)

1832 Finley Avenue
Micropolis, Minnesota 55999
April 1, 1977

Ms. Jan Buck
Sales Manager
Davis and Frazier
440 Crystal Avenue
St. Paul, Minnesota 55105

Dear Ms. Buck:

Would you like to increase sales volume and profits? Put my sales experience and abilities to work for Davis and Frazier by taking on a young, ambitious person ready and able to sell your products.

The enclosed personal data sheet presents my qualifications in detail.

I will call within the week to schedule an interview appointment.

Yours truly,

Jo D. Johnson

Enclosure

66

Example 2 (Indented Style/Modest Approach)

1832 Finley Avenue
Micropolis, Minnesota 55999
April 1, 1977

Mr. Robert Powers
Sales Manager
Reynolds and Company
7831 Fifth Avenue N.E.
Minneapolis, Minnesota 55430

Dear Mr. Powers:

Presently, I am looking for a career in sales and Reynolds and Company was recommended to me as a growing company with many opportunities for persons willing to work.

As shown in my attached personal data sheet, my experience in sales is quite extensive compared with most persons my age.

I would appreciate an interview at your earliest convenience and will await your reply. My telephone number is (612) 901-7777.

Sincerely,

Jo D. Johnson

Jo D. Johnson

Enclosure

Your second paragraph should introduce your personal data sheet and hopefully stimulate the person to read it. For example, you could write,

> "I have attached a personal data sheet which outlines my many qualifications for this job."

or

> "As you can see on my attached personal data sheet, I have had a large amount of part-time and summer employment as a stock clerk."

After you have been working for a few years, your qualifications will have increased and likewise, the length of your personal data sheet. When a person's personal data sheet gets larger than two pages, this paragraph in the cover letter can be expanded to summarize or highlight its contents.

When requesting an interview in the third paragraph, you may either leave the scheduling of the interview entirely up to the convenience of the employer and wait for a response or you can indicate that you will telephone within the next few days to arrange for an interview at a mutually convenient time. For example, you could write,

> "I would appreciate an interview at your earliest convenience and will await your reply concerning a convenient time and date."

or

> "I will be happy to discuss my qualifications with you and will telephone for an appointment within the next few days."

The second approach is generally recommended for most persons because it is positive and also you don't have to wait for a response which may never come.

This discussion of preparing a cover letter relates specifically to the situation where you are mailing out your personal data sheet to employers in order to identify job opportunities. You are mailing out your personal data sheet unsolicited. Another situation where a cover letter is prepared is when you are responding to a job opening notice or advertisement requesting a mailed personal data sheet. A cover letter in this situation, where the personal data sheet is solicited, may be different than the one discussed above, depending on the specific instructions given in the advertisement. You may be instructed to discuss your qualifications in light of any weaknesses or deficiencies. Also, you will probably be told the exact job title of the position, its duties and requirements, and where and to whom your personal data sheet should be sent. It is crucial that you respond immediately, and carefully and completely follow any listed instructions.

The process of writing a cover letter is easy compared to that of preparing a personal data sheet. Persons familiar with business English or who do regular business correspondence can help you write this letter. Once you have decided on the best style and approach for you, you can use the same basic form for all of your letters. You could even use the same basic letter, just inserting the company names where appropriate.

Most of the steps and key points used in writing your personal data sheet can be used here. Write a draft cover letter in pencil and have it read by someone who can judge its content, organization, length, and selling power. After making any necessary changes, type up the basic cover letter, then type an original for each employer who will receive your personal data sheet. If your penmanship is above average, you could write these letters rather than typing, but neatness is essential.

Before mailing, remember to sign your name to each original and be sure to keep a copy of each letter sent for your own personal records. Attach your personal data sheet behind the cover letter with a paper clip. Use white, legal size envelopes for your mailing. The addressing of the envelopes should be as neat (typed) as the letter and personal data sheet. The address on the envelope should be identical to the inside address. Lastly, be sure your return address and correct postage is on all envelopes.

MODULE 3
SEARCHING FOR JOB OPPORTUNITIES

At this point, it is assumed that you have carefully selected a job for which you have just prepared a personal data sheet. You should now be ready to search for job opportunities or any leads, possibilities and information on job openings and vacancies that are either currently available or will be available shortly. In this module, you will learn how to run your search for job opportunities. One important step in running a successful search is identifying which of the possible sources of job opportunities will be most useful for you and knowing how to effectively use these sources. Another step in running a successful search is developing your own particular search strategy, one that is realistic and will provide you the desired job.

What Are My Best Sources Of Job Opportunities And How Should I Use Them?

It's not always the smartest approach to immediately start telephoning or knocking on the doors of employers looking for job opportunities. Eventually this method of job searching will lead to job offers, but how many deadends will you have to face before you finally get your first job offer? Probably quite a few, unless you have qualifications employers cannot refuse.

To reduce the number of deadends, there are a number of available sources (people, places and things) you can use to locate job opportunities. Most of these sources are the same ones you used in identifying and evaluating job possibilities. If you used the recommended method of selecting a job, you probably already have learned of job opportunities through various sources. Below is a list of sources of job opportunities that are available for you to use.

People: Friends, relatives, former employers, school staff, friends of your family, neighbors, and casual acquaintances.

Places: Minnesota Employment Services, your school and counseling/placement office, private employment agencies, civil service offices, public library, union halls.

Things: Newspaper "Help Wanted" ads, trade/industry magazines or newsletters, the local telephone "Yellow Pages," business directories, community bulletin boards, window displays.

Of these many sources of job opportunities, the five sources most frequently used by job seekers will be described. For each, advantages and disadvantages will be listed and recommendations will be given on how to use this source. The five primary sources are:

1. Friends, Relatives and Others
2. Minnesota Employment Services
3. Newspaper "Help Wanted" Ads
4. School Counseling/Placement Office
5. Private Employment Agencies

After reading the advantages and disadvantages of each source, you will need to determine which sources are most appropriate for you and how you plan to use these sources.

Friends, Relatives and Others. The people you consulted in identifying and evaluating job possibilities are also sources of job opportunities. These people include your friends, relatives, former employers, school staff, friends of the family, neighbors, and any casual acquaintances. They all will be willing to help you to some degree.

This source of job opportunities is your own personal gold mine, one that no other person has access to. These people can tell you about job opportunities that have not yet been listed with any other sources ("Help Wanted" ads, window displays, placement agencies or services). Through these people, you can even learn of job opportunities that are still developing on paper or in an employer's head. For these reasons, many job seekers use this source as their primary source of job opportunities. Studies on the job search show this source of job opportunities to be the most productive of all sources. Most of the people who used a variety of job opportunity sources indicated that they obtained their present job through leads from friends or other people.

There are some drawbacks to using this source. Some people you contact may not know of any job opportunities, so they give you the names of other people who may be able to help you. These people may, in turn, not know of any job opportunities and therefore refer you to still other people. Before long, you could find yourself on a wild goose chase leading you nowhere.

Another problem is that these people may want to help you too much. They may know of job opportunities that are not exactly what you want and try to persuade you to consider them. It is very easy to be persuaded by friends who really want to do something for you. The fact that a job is ideal for your friend, doesn't mean the job will be ideal or even good for you. Don't throw out your original job selection just because someone is offering a "good deal."

In contacting these people, be sure to give them copies of your personal data sheet. Immediately follow up on any concrete leads. Think twice before checking out "long-shots." Remember, there are other sources you can use.

Minnesota Employment Services. The Minnesota Employment Services (M.E.S.) has a wide variety of job services available, at no cost, to all job seekers and employers in the state. M.E.S. has branch offices throughout the state. Immediately below is a current listing of these branch offices with their addresses and telephone numbers.

OFFICE	ADDRESS	PHONE	OFFICE	ADDRESS	PHONE
Albert Lea	916 S. Broadway	373-3951	Montevideo	123 S. First St.	269-8819
Alexandria	1118 Broadway	763-3188	Moorhead	1215 Center Ave.	236-2191
Austin	105 Eleventh Ave. N.E.	433-3457	Mora	100 S. Park St.	679-3611
Bemidji	312 America Ave.	755-2936	New Ulm	1200 S. Broadway	354-3138
Brainerd	224 W. Washington St.	829-2881	Owatonna	1929 S. Cedar St.	451-5774
Crookston	210 N. Broadway	281-3593	Red Wing	116 Broad St.	388-3526
Duluth	407 W. Superior St.	723-4730	Rochester	107 Fourth St. S.E.	288-1756
Ely	30 S. First Ave. E.	365-3177	St. Cloud	111 Lincoln Ave. S.E.	255-3266
Fairmont	923 N. State St.	235-5518	St. Paul	390 N. Robert St.	227-7301
Faribault	218 Central Ave. N.	334-5531	Hastings	205 E. Third St.	437-2032
Fergus Falls	116 E. Lincoln Ave.	739-2295	Hillcrest	1823 No. St. Paul Rd.	770-3896

Grand Rapids	310 N.W. Third St.	326-6669
Hibbing	Mesabi Mall	263-3644
Hopkins	135 Shady Oak Road S.	935-5521
Anoka	420 E. Main St.	427-5440
Shakopee	1221 E. Fourth Ave.	445-7330
Int'l Falls	344 Third St.	283-2641
Little Falls	106 First Ave. S.E.	632-5427
Mankato	709 N. Front St.	389-6723
Marshall	107 E. Main St.	537-6236
Minneapolis	309 Second Ave. S.	333-0192
Bloomington	9100 W. Bloom. Freeway	884-7405
Burnsville	201 Travelers Trail	890-8758
Fridley	7362 University Avenue N.E.	574-9851
Northside	1315 Penn Ave. N.	348-4777
Southside	2932 Chicago Ave.	827-2586
Midway	1518 University Ave.	645-0875
Rosemount	14625 S. Robert Trail	423-3500
Roseville	2809 N. Hamline Ave.	631-2566
Skyway	320 Skyway Building	296-7026
So. St. Paul	450 Southview Blvd.	455-2271
Stillwater	127 So. Water St.	439-6886
West Side	466 So. Robert St.	226-1035
Thief River Falls	318 N. Knight Ave.	681-1100
Virginia	1325 S. Ninth St.	741-6996
Willmar	324 W. Third St.	235-3222
Winona	52 E. Fifth St.	457-2950
Worthington	321 Eleventh St.	376-3116

If you go to an M.E.S. office, you will be asked to complete their application form. The M.E.S. form looks very much like an employment application form. You are asked to complete this form, so that the M.E.S. staff persons will be able to help you effectively. (A completed example of this form is shown in the next module.) After completing this form, you will be interviewed by one of the M.E.S. staff. Your application form will be reviewed and appropriate job opportunities will be discussed. Vocational testing is available if you desire and request it. If both you and the interviewer agree that one or more available job opportunities may be appropriate job for you, the interviewer will call the companies and set up job interviews for you. Be sure to telephone the M.E.S. interviewer after these job interviews to relate what happened. The interviewer may have other job opportunities.

A big advantage that M.E.S. has over other placement services or agencies is its computerized "Job Bank" system. The job bank provides detailed information on all listed job opportunities throughout the entire state. This system is updated on a daily basis so the job opportunities listed should be good ones, not jobs already taken. The job bank lists many job opportunities, but obviously not all job opportunities. Some employers don't list their job in the job bank because they feel the M.E.S. interprets the current discrimination laws too strictly--not enough screening of job applicants. Other employers may not use the job bank because they are not familiar with it.

When using M.E.S., remember that these services are available to all state residents. The job opportunities given to you are also available to all persons wanting the same job. In times of high unemployment, M.E.S. gets swamped with job seekers. Therefore, it will usually be to your

advantage to arrive at the M.E.S. office early in the morning to avoid any lines.

Newspaper "Help Wanted" Ads. Your local newspapers have advertisements of local job opportunities. This section of the classified ads is usually called the "Help Wanted" or "Employment Opportunities" ads. Persons interested in sales positions might also look for a "Sales Opportunities" ads section. The "Help Wanted" ads usually provide a wide range of local job opportunities and can give you some idea of the local labor market condition--the worker supply and demand.

Jobs are usually listed alphabetically by categories containing the same types of jobs. However, different employers may use different job titles or instruct the newspaper to place their advertisement in a specific category. Because of this possibility, don't limit yourself to strictly one heading or category but check all related categories. For example, if you are seeking a clerk typist position, also check the headings of "Clerical," "Clerk," "Office Worker," "Typist," and even "Bookkeeping" or "Secretarial."

The "Help Wanted" ads usually contain only basic information: job title, job qualifications, and where/how to apply. Sometimes ads include the salary (probably top salary) and the name of the company. The information given is frequently in abbreviated form. Most of these abbreviations are easily deciphered. If you have trouble understanding the meaning of any abbreviations, ask someone who has used these ads. You could also telephone the newspaper and ask for an explanation.

There are all kinds of job advertisements in the "Help Wanted" ads. Employers, private employment agencies, the M.E.S. and business schools place advertisements in this section. Employers can place either "open" ads or "blind" ads. "Open" ads usually provide you the most information, including the name of the employer. "Blind" ads usually provide the least amount of information. These ads do not identify the employer's name, address or even telephone number, but just provide a P.O. Box number for you to mail your application. Employers use "blind" ads to save time in processing unqualified job seekers--they don't! So, don't hold your breath waiting for a response to your application on a blind ad--check out other job opportunities.

Both private employment agencies and the M.E.S. will advertise their job opportunities in the "Help Wanted" ads. The amount of information provided will vary considerably. The name of the employer will never be given in these ads. If you want their job listing, you will have to go through these sources. Ideally, private employment agencies will identify themselves and how the placement fees will be paid--either by you (the job seeker) or the employer. Usually placement agencies list only their best job opportunities in these ads in order to get you in to see them.

Many business schools and less reputable enterprises will advertise educational or training programs in the "Help Wanted" ads. Business schools do this in hopes of convincing desperate job seekers to get additional training to increase their chances of getting a job. The less reputable enterprises place fake job advertisements to lure people into questionable

jobs requiring special training or equipment--they just want your money. Be wary of the job advertisements that run continuously. There is obviously some reason for the ad to run continuously. Watch out for advertisements with phrases or words, such as "Glamour Job," "Big Money," "No Experience Needed," "Top Pay," "Earn While You Learn," "Excellent Learning Opportunity," or "Excellent Experience." Read these ads carefully. There are no free rides!

Using the "Help Wanted" ads as the only job opportunities source may be frustrating. The competition for these listed job opportunities will be intense since everyone who reads the newspaper can apply. In addition, many job opportunities that are already taken will continue to run because the employer had to run the advertisement for a given period of time. You can lower the number of deadends by investigating each job opportunity as soon as it appears. This means getting the morning editions and especially the Sunday edition. Start calling immediately after 8:00 A.M.

When calling, find out if the job has already been taken. (Private employment agencies will probably try to hedge this question if the job advertised is already taken--be prepared.) If the job is still open, get detailed information on the job. Find out the salary range--its top may not even come close to your minimum. Ask about any special training or equipment and who pays for it. Be sure you get the correct company address and appointment time. If possible, get the name of the person you will see.

School Counseling/Placement Office. Before using any other source, check with your school to see if your school does provide placement services to its students (current or former). If your school has placement services, USE THEM. Because the school placement services serve only its students, the job opportunities listed will be specifically geared to the abilities and needs of high school students. Also, your competition for these job opportunities will be limited to students using these services if employers have exclusively listed their job opportunities with the school placement services.

Depending on available funds, the extent or variety of actual placement services will vary between different schools. However, all of these schools have one thing in common: YOUR FUTURE SUCCESS! Your success reflects the school's success. If the school counseling/placement staff agree with you that full-time employment, not college or vocational training, appears to be your most appropriate post-high school activity, you can be sure that they will want you to get the best possible job. Other services may be more interested in just placing you, and not interested in getting you the best possible job.

Private Employment Agencies. Most job seekers neither understand nor do they properly use private employment agencies as a source of job opportunities. The subject of private employment agencies gets very complicated and general comments are hard to make because of the differences between

agencies. The basic fact that job seekers must realize about private agencies is that private employment agencies are in the placement business for a livelihood. Their services are not free. Either you, the job seeker, pays for the service or the employer pays for the services. The party who pays the agency's fee is the agency's principal client.

Obviously you can use either an agency where you pay the fee or an agency whose fee is paid by an employer (FEE PAID). Usually fees are the equivalent of one month's gross wages and go up to fifteen percent of one's gross annual salary. Unless you're desperate or have that kind of money to spend, you are better off using "FEE PAID" agencies--especially if you're using other sources besides private employment agencies. The following comments and suggestions apply primarily to using "FEE PAID" agencies.

If your other sources of job opportunities have not been productive, you should consider using several private employment agencies. Do not haphazardly pick your private employment agencies. An agency twenty miles from you may have job listings within blocks from you. Also, many agencies specialize in certain job areas. If you know of anyone who has used private employment agencies, contact these persons. They can steer you to reputable agencies and steer you away from less reputable agencies. From observing the "Help Wanted" ads you will see which agencies have the kinds of job opportunities you desire. If nothing else works, use your local telephone "Yellow Pages" to identify employment agencies. In this case, consider only those agencies which identify themselves with a professional organization of private employment agencies. Before contacting any agency, telephone the Minnesota Department of Labor and Industry or the Better Business Bureau to check the reputation of the agency. If there are any complaints filed on an agency, do not use that agency--regardless of any alleged job opportunities advertised or promised by the agency.

It is essential that you prepare before interviewing with a private employment agency. "FEE PAID" agencies like other agencies (and all business enterprises) must make a profit to stay in business. They do this by working solely with the job seekers who have qualifications they can sell to their employer clients. Agencies cannot afford to waste too much time on job seekers with minimal qualifications--unless the job seekers are paying the fee. In light of this, you must try to impress the agency personnel. If you do not impress these people, they give your job search little or no priority. In MODULE 4--APPLYING FOR JOBS, steps are outlined on how to prepare for meeting employers. These steps are also applicable to preparing to visit private employment agencies.

Upon arriving at an employment agency, you will be asked to complete an application form/contract, and take any necessary tests (ones required by their employer clients). You will receive a thorough interview by one of the agency's staff. If the interviewer feels you are qualified for certain job listings, the interviewer will immediately go into the terms of their contract and then discuss each of the job opportunities with you. If the interviewer feels you are not qualified for any of the agency's job opportunities, you will just be told that they don't have any jobs for you, but when they do, they will call you. Do not expect any response from this agency, try another. Don't be discouraged if you get this answer. It may be the agency's problem (not enough job listings), not your problem.

Before discussing any definite job opportunities with you, the agency will have you sign their contract. By signing, you are agreeing to all contract terms. Most "FEE PAID" contracts have the two following clauses. The first clause usually states that if you go out on job interviews provided by this agency, you will not make any individual employment agreements with the employers. This ensures the agency of getting their rightful fee. The second clause usually states that should you quit before a certain time period or before the fee is completely paid you will pay some portion of the fee. Because of this second clause, you had better be absolutely sure about a job before you accept it. Read the entire contract for other clauses that may be unique to that agency. Get clarification on any parts or clauses you don't understand. Anything in writing always takes precedent over something said but not written. If you don't get a satisfactory explanation or if you do not agree to all of the written clauses, DO NOT SIGN THE CONTRACT. Express your thanks and walk out the door. There are other agencies with different contract terms and clauses.

If you agree to the contract terms, the interviewer will discuss their job listings and will arrange job interviews for you. If you are lucky, the agency will have a number of acceptable job opportunities for you to explore. However, the agency may not have the exact job opportunity you desire, but rather other job opportunities that the interviewer will try to persuade you to consider. Don't let yourself be persuaded into changing your job objective because this agency wants to make a profit on you. Remain firm, think about the other sources of job opportunities you have not yet tried. This warning is stressed because high pressure placement is a reality not to be ignored.

As mentioned before, the agency may have exactly the job opportunities you want. When you are sent out on job interviews, be sure to carefully follow any instructions or suggestions made by the agency--they know the employer. If you absolutely cannot go along with these suggestions, you probably should not interview with this employer--it won't be the right job opportunity.

In order to place you as soon as possible and reduce their expenses related to your job search, the agency personnel will continually push for you to take the first acceptable job offer. They will probably not want to give you several job offers from which to choose. If you think you can expect several job offers, you should delay your acceptance until other job opportunities are explored--either through this agency or through other sources. It is recommended that you use several agencies (and sources) for this very reason.

It may be that the agency has the desired jobs, but the job conditions are lower than expected--a particular job offer does not really satisfy your important job needs (bad location, wrong hours, starting salary too low, no advancement, etc.). If you feel your expectations or needs are realistic, don't give in. Remember, different employers, because of their different situations, will differ considerably on what satisfactions or conditions they will provide for even identical jobs. The agency can only offer what their employer client has specified in their contract. If your qualifications are exceptionally good, hold out for other job opportunities with better conditions. Contact other agencies and use other sources.

If you are dissatisfied or feel you have been mistreated by a certain agency, file a written complaint with the Minnesota Department of Labor and Industry and the Better Business Bureau. This will help other job seekers and also help the other private employment agencies who do provide good services. If you feel you received outstanding service from an agency, advertise for this agency. Recommend it to your friends.

How Do I Develop My Search Strategy?

Successful job searches don't just happen automatically. Most successful job searches are successful because job seekers have planned and outlined a realistic search strategy that will work for their situations. Job searches that flop, usually do so because job seekers have not set any goals, objectives or targets to shoot for in their job searches. These job seekers just follow the latest job leads they hear about or follow the path of least effort. Without a search strategy, it is easy to get sidetracked or be persuaded to change your job choice and compromise on what satisfactions you want from a job. For those people whose original job choices are unrealistic and whose job needs or expectations are unreasonable, the change may very well be to their benefit. However, if you have carefully selected a job which will lead you to your final career objective, do not compromise yourself. If your important job needs or expectations are not unreasonable, don't give ground here either. By having a search strategy mapped out prior to your search, you will know where you are going and how you will get there.

No two people will have identical job search strategies. People looking for the same job in the same location, having the identical qualifications and important job needs, will have very similar search strategies, but not identical ones. In developing your unique search strategy, there are several factors you should consider and certain decisions you will need to make prior to your job search.

The first factor you should consider is the available sources of job opportunities. You will need to decide which of these sources will be the best source for you. If necessary, go back and review the list of sources. Are any of the minor sources (ones not discussed) appropriate for you? Union halls are sources that persons interested in skilled or semi-skilled trades and crafts must use since unions control the entry to most of these jobs. If you want a government (municipal, county, state or federal) job, you should check with the appropriate civil service office.

After deciding which sources are your best sources of job opportunities, the next decision facing you is how many job offers you hope to receive before making any job decision. These job offers would not include any job offers obviously unacceptable. Unacceptable job offers would be those which do not meet any of your important job needs. If your job qualifications are minimal or if the worker demand is less than the worker supply, you cannot expect many job offers. There is no guarantee that you will even receive one job offer if your search time is too short. However, if your qualifications are excellent and the worker demand exceeds the worker supply, your chances of receiving several job offers are excellent. You will be able to negotiate for the best possible job offers.

Examine your qualifications objectively and consider the availability of the job. Based on the conclusions you draw, set your target number of job offers to be obtained before accepting or rejecting any acceptable job offer. When receiving a job offer before you reach your target number, you should request the employer to give you time to decide (and to get the remaining number of job offers). You should start planning how you will receive all job offers in a short period of time, generally one week. One way to accomplish this is to use several sources at the same time. From using a variety of sources at the same time, you should be able to schedule several job interviews during the same period--shoot for at least two interviews each day.

If you can't expect more than one job offer, don't feel ashamed to list one job offer as your target. In times of high unemployment when there are more job seekers than available jobs, be pleased with yourself that you were able to obtain your job choice. Many persons, especially those without job seeking skills, will not be able to secure their job choices.

In planning your job search, you must estimate when you need to start working and in turn, how much time you will give to your job search. The time you have will obviously affect how you go about searching and the success of your search. With little or no time to search, you will feel pressured to take any jobs offered.

Give yourself plenty of time to actively search for job opportunities. It may take a hundred hours or more of searching before you find the job you really want. If you try to do a hundred hours of searching by working from sunrise to sunset until a job offer appears, your plan may backfire. By going too hard you will just exhaust yourself physically, mentally and emotionally. Your tiredness may be seen by employers as laziness or a bad attitude. Obviously, exhaustion will affect the quality of your thinking and decision making. In order to avoid being exhausted you probably should give yourself at least a month to complete your job search. By giving yourself enough time, you will be able to think clearly while you are searching and not just react frantically trying to beat your work deadline and any creditors. Also, new job opportunities will emerge every day. Tomorrow or the next week may bring new job opportunities that far surpass any previous ones. Start planning your search time table now.

Have you decided on how many employers you will need to contact in order to receive your target number of job offers? Have you thought about how you will contact these employers? Have you thought about the appropriate order of contacting employers? These are other considerations and decisions to be made prior to your job search.

The necessary number of employer contacts will depend on your situation, but more importantly on how hard you are willing to search. If you expect to receive several job offers, you will obviously need to contact several employers. If you don't expect many jobs (perhaps, just one job offer), you will still need to contact several employers. Why? Because if you can't expect more than one job offer, you are either only minimally qualified or else you anticipate many job seekers competing for the same few jobs. Many employers will just not be interested in your minimal qualifications. Also, plan on many employers telling you that just yesterday they filled their job openings with other persons who were, unfortunately, less qualified than you.

Only you can estimate the target number of employer contacts you will need to make. In discussing a mailing campaign, ten employer mailings were recommended as a minimum number. This recommendation also applies to all other employer contact methods. How far you go beyond these ten minimum employer contacts will be your decision. Perhaps, even more important that your actual target number of employer contacts, is the fact that you have identified a minimum number of employer contacts and will, hopefully, commit yourself to making these contacts.

In planning your job search, you should decide what methods you will use to contact employers. The four methods available to you are (1) a mailing campaign, (2) telephone inquiries, (3) personal visits, and (4) referrals from others. All methods require some form of preparation though the preparation required will differ with each method. Which methods you use will depend largely on the time you will give to your job search. Because each method has certain advantages, you should try to use each of the above methods. All methods except the second either have been or will be discussed later in these modules. The second method, telephone inquiries, will be discussed in detail below.

Telephone inquiries will save you time and effort wasted on visiting employers without jobs for you. Even if you use other methods of contact, some telephoning will always be necessary. Therefore, it is important that you practice your telephone techniques and manners. If you have trouble communicating (talking or hearing) over the phone, use this method as little as possible.

You will not have much time for your telephone contact--five to ten minutes at the most. You must know exactly what you want to say and what information you want. You may want to write down exactly what you will say and ask--a telephone script. Telephoning should be done during usual business hours--preferrably in the morning or just after the noon hour.

When telephoning companies, immediately ask for the person in charge of your job area or the person hiring such workers. If you are told this person is busy, or out, find out when you should call back. Keep calling until you finally reach this person. Don't get annoyed when you are put on "hold"; use this time to organize your thoughts.

When you reach this person, make sure you address this person by name and be sure about its pronunciation. Always be polite. Don't try to impress this person by monopolizing the conversation. Explain why you are calling, mention your key qualifications, and request an interview. Be prepared to answer questions about yourself! If the opportunity arises, ask questions related to your important job needs--this employer may not be able to approach satisfying your job needs. If this is the case, thank the person for his/her time and end the conversation. Most likely, there will be no opportunity to discuss job satisfactions until after the job interview or after you've received a job offer.

If you are successful in your telephone contact, the person will grant you an interview. Be sure to get all the necessary information: Time, date, company address, (and directions if necessary), the office location, and the interviewer's name. Before thanking the person and closing the telephone

conversation, you may want to ask the person if he/she would like you to mail your personal data sheet prior to the interview. This shows the person that you have prepared a personal data sheet and that you are a serious job seeker who knows what you know.

Regardless of which contact method you use, you should consider which employers you want to contact first. Do you want to go after the best job opportunities first or save the best for last? At first glance, the answer seems obvious. Go after the best opportunities first. This decision would be the best one if your search time is short and your interview skills are in top condition. However, if you have never interviewed for a job before, it may be to your advantage to practice your interview skills with employers with job opportunities you could either take or leave, rather than ones with job opportunities you really want. Even if you have interviewed for jobs before, you may want to use these opportunities for practice. Besides getting interview practice, going first to employers with only minimally acceptable jobs provides another advantage. The chances of losing a job offer because of missing the employer's decision deadline is always greatest for the first job offers. This is another reason why it is best to explore minimally acceptable job opportunities first.

Many other details will need to be considered in your job search. Are there any special transportation arrangements you will need to make before your search? Have you thought about the expenses related to running a job search? Do you have the money to cover these expenses or make up for any lost earnings? Do you have any family or work commitments and responsibilities that will have to be postponed or delegated to others during your job search? Are there any upcoming events that could interfere or conflict with your job search? How will these conflicts be resolved? The above questions are some of the possible questions you might ask yourself before starting your job search. Think ahead and be a step ahead of the other job seekers.

One final note, be prepared for periods in your job search where everything falls apart: Job offers you thought you had in the bag get taken by other persons and you have no other job leads. Don't get discouraged. This happens to nearly all job seekers. To keep your disappointments and deadends to a minimum, use several sources <u>at the same time</u>. This strategy should insure that you will always have something going for you. This strategy also allows you to obtain several job offers simultaneously.

If it is obvious that your job search is not going well, you may have to re-evaluate and modify your search strategy. If your search strategy appears to be sound, it could be that the information you used in your original job selection was faulty. If this is true, you may have to go to your second or third job choice--after checking the accuracy of each one's information. This second situation can be a real problem if you have used up most of your search time. So, continuously evaluate your search right from the start.

MODULE 4
APPLYING FOR JOBS

Applying for a job is often thought of as simply completing an employment application form. However, the smart job seeker soon realizes that applying for a job involves many processes including preparing to meet an employer, completing applications for employment, taking employment tests, completing an employment interview, and following up on the interview.

How Do I Prepare To Meet An Employer?

While searching for a job offer, your first face to face contact with an employer or employer representative may occur when you go directly to the business looking for possible job opportunities. It also may occur after you have determined that the employer has a job vacancy. You may be responding to an advertisement with a personal visit or you may be following through on a job referral, a previous telephone call or letter. In any case, the person you meet will form an opinion about you by evaluating your appearance, the appearance of your personal data sheet and application form, your responses to questions, and your questions about the job. This first face to face contact will certainly affect your chances of getting a job offer. Preparation is essential.

Preparation for a meeting with an employer is typically more difficult if you are simply out looking for job opportunities. You will have less time, if any, to learn about the employer or the business. You may even wonder, "Why prepare?", since most employers won't have any jobs. You should prepare because favorably impressed employers may remember you. Even though employers can't offer you a job at a particular time, they may call you when their next job opening occurs. We strongly recommend that all job seekers prepare for their first employer contact. The steps below outline preparation activities you should complete.

Steps	Key Points
1. Learn about the employer (company) from friends, private employment agencies, placement services, business directories, newspaper articles, and company annual reports.	1a. What does the business produce or do? 1b. How large is it? 1c. Is the company growing? 1d. Where will you work? 1e. Are the company's products and services going to continue to be in demand? 1f. The interviewer expects you to know some information as evidence of interest.
2. Prepare to answer questions you may be asked.	2a. Review your personal data sheet. 2b. Study the "Questions Commonly Asked Potential Employees". 2c. Develop your responses to these typical interview questions. BE PREPARED, NOT SURPRISED.

Steps	Key Points
2. (Continued)	2d. Open ended questions are frequently asked just to give you an opportunity to express yourself. This is a chance for you to indicate your ability to think quickly.

Questions Commonly Asked Potential Employees

Question	Response Approach
"Tell me about yourself?"	Present the information about yourself which is related to the job you are seeking. Review your personal data sheet.
"Why do you want this job?"	Explain why you can do this job, why you like this work and what you hope to accomplish.
"What can I do for you?"	Tell the interviewer you are applying for a certain job, you want to present your qualifications and answer any questions about yourself.
"What do you want to be doing five years from now?"	Hopefully, you know what you want to be doing. Ability to plan ahead is important. Having goals is a desirable quality.
"What do you think about the economic situation?" and related political questions.	1. Be honest but do not go into detail. The person may be asking these questions to find out if you have extreme views which might affect your performance of the job. 2. Remember you are entitled to your opinion. 3. Ask the interviewer's opinion.
"What type of person was your former employer or teacher?"	1. Do not make crude, slighting remarks about the person. 2. Be as positive as possible, but honest. 3. Blaming problems on others can be a habit.

Question	Response Approach
"What job do you want?"	Indicate a job or job area preference early in the interview.
"Would you move to another location?"	1. Discuss or consider this possibility before interviewing. 2. Obtain information about the possible locations. 3. Consult with family if necessary. 4. Respond appropriately or if necessary ask for time to consider.
"What salary will you accept?" or "Will $_____ be a satisfactory starting salary?"	1. Do not respond immediately with a dollar amount or a yes or no. 2. Hedge your response with questions concerning: a. Benefits--vacation, insurance, etc. b. Pay increase schedules or union contract statements. c. Advancements, etc. 3. If the person pursues the salary issue, respond based upon standard salary for the job and your salary needs. You should have a reasonable estimate of the salary desired. 4. Maintain a bargaining position. Do not accept the first offer if it is reasonable to expect more pay.
"Why did you leave your last job?"	1. Indicate why you left the job: for example, to look for a better job, to go back to school, laid off or fired. Be honest, but do not go into detail. 2. If laid off--explain the situation: work cut back, others laid off, can return. 3. If fired--explain what happened: you misunderstood your role, you made a mistake. If you expect a former employer will give you an unfair recommendation, explain your position and recommend a reference who will verify it.

Question	Response Approach
"When can you go to work?"	1. Be frank and flexible. Allow yourself time to seek and/or consider other jobs. 2. If you must give notice to a current employer or are completing school, explain your situation. 3. Perhaps, you can start working part-time.

Other questions you may be asked:

Evidence of Interests Other Than Work

Do you like to travel?
How do you usually spend Sundays?
Do you participate in sports? Observe?
What types of literature do you read?
How do you spend your spare time? (hobbies)
What high school subjects did you like best? (least) Why?
What extracurricular office have you held?

Evidence of Interest in This Job or Occupation

When did you decide to look for this type of work?
How do you plan to become a better employee?
Do you have any training for this job?
Why did you take vocational classes?
What characteristics are needed to be successful in this job?
What will this job do for you?
What jobs have you enjoyed most?

Work-Related Values and Attitudes

How much money do you hope to earn at age 30?
What determines a person's progress in a good company?
Can you take instructions/criticism without feeling upset?
How long do you expect to work?
What are the disadvantages (advantages) of your chosen field?
Do you think that grades should be considered by employers? Why or why not?
What have you done which shows initiative and willingness to work?
Will you work overtime?
What type of people do you find it difficult to work with?
Do you prefer to work alone?
What would an ideal supervisor do?
What do you do to keep physically fit?
Do you like regular work hours?

Personal Questions

Note: Some, if not all, of the questions listed here may be technically illegal since they probably are not directly related to the job you are trying to obtain. You may wish to consider them as though they are simply asked to encourage the development of an informal atmosphere. If they appear to be asked as the basis for selection of employees, you need to consider: (1) whether or not your answers will help or hurt your chances of getting the job offer, (2) the risks in answering the questions and then asking the person how this information relates to the job, (3) the risks you take by not answering the questions or by partially answering them, and (4) the moral dilemmas created by providing answers to illegal questions in order to get a job. Rather than answering questions untruthfully, contact the Minnesota Department of Human Rights if you suspect illegal discrimination.

Are you married?
Do you have a boy/girl friend?
What are your parents' occupations?
Did you have a happy home life?
Who are your best friends?
Do you own any life insurance?
Have you saved any money?
Do you have any debts?
How old were you when you became self-supporting?
What is your major weakness?
Will you fight to get ahead?
How often do you entertain friends?
To what extend do you use liquor or drugs?
Have you ever been arrested?

Steps	Key Points
3. Develop a list of questions you need answered about the job.	3a. These questions, when answered, will help you decide whether to accept or reject a job offer.
	3b. Can this job meet your important job needs? Review your important job needs.
	3c. Your questions should not offend the interviewer. See "Example Questions You Want Answered".

Example Questions You Want Answered

Will I have an immediate supervisor? What is my supervisor's position/title?

Will I be supervising other persons? How many? (This question probably will not be appropriate for entry level jobs.)

Will I be working individually or as part of a team? With whom will I be working?

87

Where will I be working? (If the business has multiple buildings or locations, this is an appropriate question.)

Will I have different tasks to perform?

Will I be working in one office/plant area or will I be moving about in the work area?

Will I be asked to make decisions on my own?

How are people selected for promotion or advancement? How long have most of your (job title) been with your firm?

Will I have the opportunity to make suggestions about work procedures or participate in problem solving activities?

What hours will I be working? How do shifts rotate? Fringe benefits? Wages?

Steps	Key Points
4. Anticipate material you may need. Secure it, and take it with you. Keep it out of sight during the interview.	4a. Pen (writes neatly, full of ink) and sharp pencil with eraser.
	4b. Note paper, usually for notes after the interview.
	4c. Social security card/number.
	4d. Birth certificate or other proof of age.
	4e. Military records, if applicable.
	4f. Licenses, union cards (where necessary).
	4g. Referral card from employment/placement service, if referred.
	4h. Copies of your personal data sheet.
	4i. Letters of recommendation, if you have any.
5. Prepare yourself physically.	5a. Employees represent the business. Do not cause the interviewer to be concerned about your grooming and dress. Your appearance is the first factor the interviewer reacts to. Make it a positive reaction!
A. Use a grooming checklist. HOPEFULLY, this list of activities is part of your regular grooming routine.	A1. Clean and trim fingernails.
	A2. Take a bath/shower, use deodorant.
	A3. Prepare hair.
	A4. Shave.

Steps	Key Points
5A. (Continued)	A5. Brush teeth, check breath.
	A6. Avoid excessive make-up, cologne, etc.
B. Select proper clothing.	B1. Dress a little better than others do while working at the job you are seeking. Few people overdress.
	B2. Clothes should be clean and not wrinkled, not too flashy.
	B3. Polished dress shoes.
	B4. Wear dress socks or hose.
C. Be sure you are physically and mentally alert.	C1. Get a good night's sleep.
	C2. Eat food you normally do.
	C3. Avoid depressants or stimulants, such as alcoholic beverages or other non-essential drugs.
7. Leave for the business location early.	7a. Allow time for traffic slow ups. Plan on being at the business location 10 minutes early.
	7b. Stand on your own. Leave friends at home. If they give you a ride, ask them to stay out of the business area.
8. Be at the specified appointment area five minutes early.	8a. Before going to the appointment area, relax and get yourself together, comb your hair, straighten your clothing. If you smoke, have your last cigarette now--no smoking or gum during the interview.
	8b. Do not be late, BE EARLY.
9. Introduce yourself, state your purpose, and ask to talk to the person who hires, or who will interview you.	9a. "I am Jo Johnson. I am here ..... (1) looking for a job as a _____, (2) to apply for the job you have for a _____, (3) to interview for the job you have for a _____, or (4) for an interview with _____."

Steps	Key Points
9. (Continued)	9b. If not informed of whom you should speak to, ask, "May I see the person who hires _____ (job you want)."
	9c. Remember, even though you are speaking to the receptionist or secretary, this person's opinion of you may be important.
10. Carefully follow the instructions of the person directing you.	10a. You are the guest.
	10b. Remain standing until asked to be seated or until you receive additional instructions.
	10c. You may be asked to (a) complete an employment application, (b) take an employment test, (c) wait for the employer or employer representative, or (d) follow the person to the employer's or employer representative's work area (office).

How Do I Complete Employment Application Forms?

Most business firms require all job applicants to complete employment application forms. Such application forms have many purposes. The main purpose of the application form is to gather complete and accurate information on job applicants to determine the best potential employee. Another purpose is simply to discourage the person not serious about getting a job or too lazy to do the job.

The information requested on application forms is similar to that found in your personal data sheet and usually includes: personal information, job desired, work history, education, physical/medical records, and references. You may even be asked to list any potential problems or weaknesses. Also, some employers still use application forms which have questions on your age, race, sex, marital status, and other factors which legally cannot be used in selecting or eliminating persons for a job.

In completing application forms, it is generally to your advantage to answer all questions. If you do not receive the job and feel any information requested was used illegally to discriminate against you, you can file a complaint with the State Department of Human Rights. Guidelines concerning what questions may be asked on employment applications are available from the Minnesota Department of Human Rights.

Take your personal data sheet with you and use it when completing the application, answering the questions. It is easier to copy information than to remember it. Even though application forms do differ considerably, there are a number of basic steps and related key points to consider when completing employment application forms. The primary point is: "Complete the application accurately and neatly."

Steps	Key Points
1. Read everything on the application before responding.	1a. Watch for "DO NOT WRITE IN THIS SECTION" or "COMPLETE ONLY ITEMS 1 TO 25".
	1b. Reading before writing will often avoid confusion and misunderstanding and eliminate mistakes.
	1c. Remember, the job is not given to the person who completes the application first. Take your time.
2. Print using ink or use a typewriter if available.	2a. Be very neat. Do not switch pens.
	2b. Show that you can do neat work.
	2c. Neatly line out any errors. If you make more than 2 errors, ask for a new application. You may want to ask for two applications at the start.
	2d. If your printing is not good, and your writing is much better, you should write your responses.
3. Select and use words you can spell.	3a. Avoid spelling errors. For some jobs, this is an essential skill.
4. Complete every item that applies to you.	4a. See the sample applications, pages 87 to 92.
	4b. If there is a question which you believe is illegal or not related and you do not want to answer it, draw a line in the space.
5. Indicate "NONE" or "NA" (not applicable), if an item does not apply.	5a. This shows you did read the item.
	5b. When an entire section of items does not apply to you, write "NONE" or "NA" in the first item space only.

Steps	Key Points
6. Print your correct name in the order specified.	6a. Nicknames are not appropriate. 6b. When signatures are requested later in the application, write your first name, middle initial, and last name unless your full middle name is helpful for identification.
7. Enter your complete address.	7a. Include the zip code. 7b. If your present address is only temporary, be sure to also give an address where any correspondence will reach you quickly.
8. Specify the job title or type of work you want.	8a. Employers want people who want a specific job, not people who will try anything for a while. 8b. If you don't want to limit yourself to one specific job, then list two or three different jobs. Don't leave it blank or indicate "open."
9. List school(s) attended.	9a. Use your personal data sheet. 9b. Provide information requested such as location, correct name, dates attended, date of graduation, subjects or major, and diploma or degree.
10. Report previous employment.	10a. Use your personal data sheet. 10b. Read the instructions on which employment to report first and what type of employment to report. Usually you do not report short periods of employment, two weeks or less. 10c. Provide information requested if reasonable--name and address, job title, duties, dates of employment, reason for leaving, wages and supervisor's name.
11. I vide references.	11a. Use your personal data sheet.

Steps	Key Points
11. (Continued)	11b. Good references are former employers, past teachers, friends of the family, clergy and others who know you well and can effectively communicate their good opinions.
	11c. Include address, business and/or title, years known, and relationship.
12. Be honest and serious in responding.	12a. Don't try to cover up or lie about any experience.
	12b. "Place of birth" is the city and state, not the hospital.
13. Sign the statement of authorization.	13a. By signing this statement, you are allowing the employer to check the accuracy of your facts.
	13b. This "bottom line" statement is on practically all application forms and must be signed if you are to be considered for any job.
14. Arrange to provide information you cannot supply immediately.	14a. Ask to take application home to complete or call back with the information.

The variety of employment application forms used by employers is great. The form included on pages 87 to 90 is used by a major United States firm. The application form used by the Minnesota Employment Services is shown on pages 91 to 92.

APPLICATION FOR EMPLOYMENT

To insure that your application will be properly evaluated please answer the questions within this application for employment carefully and completely. Do not include any information which may be in violation of State and Federal laws which forbid discrimination on the basis of race, religion, sex, national origin, and age.

Johnson	Jo	Delano
Last Name	First Name	Middle Name

Position Applied For Sales person

Date May 17, 1977

AN EQUAL OPPORTUNITY EMPLOYER

PERSONAL DATA

Local Address (Street and Number)	City	State	Zip	Telephone
1832 Finley Avenue	Micropolis	Minnesota	55999	(612) 901-7777

Social Security Number	Height	Weight	Citizen of U.S.?	If Not, Have You The Legal Right To Remain In The U.S.?
732-12-3346	5'8"	140	X Yes ☐ No	

In The Event Of Emergency Notify	Relationship	Address	City	State	Telephone
John Johnson	Father	Same as above			Same

☐ Rent Home ☐ Own Home
Rent Apt. X Other

Do You Have A Car? X Yes ☐ No

List Relatives And Friends In Our Employ: No

Have You Ever Been Convicted Of Anything Other Than A Minor Traffic Violation? X No ☐ Yes (Please Explain Circumstances)

How Were You Referred To Us?
X Newspaper ☐ Employee
☐ Employment Agency (Name) _____ ☐ Other (Please Explain)

Do You Have Any Physical Limitations That Would Have A Bearing On The Performance Of The Job For Which You Are Applying?
X No ☐ Yes (Please Explain) _____

What Are Your Hobbies, Favorite Recreational Activities, Civic and Professional Activities, And Other Outside Interests?
Play piano and sing, camping, C.B. radio, tennis, basketball, skiing

POSITION REQUIREMENTS

What Starting Salary Do You Expect?	When Will You Be Available For Employment?
Open	June 1, 1977

Are You Willing To Travel?	Are You Willing To Work 2nd Shift Or 3rd Shift?
☐ No X Yes, To What Extent? 50 %	☐ Yes X No Preference _____

EDUCATION

	Name Of School	Date Attended From	To	Major Course Of Study	Degree	Grade Average	Class Standing
HIGH SCHOOL	Central	Sept. '73	May '77	General	Expect Diploma	B	Top half
JUNIOR COLLEGE							
UNIVERSITY							
GRADUATE							
VOCATIONAL OR TRADE							

Describe Any Other Special Skills Or Training Which May Be Related To The Kind Of Work For Which You Are Applying:
Distributive Education I and II, Business Math I and II, Speech I

Typing Speed NA Shorthand Speed NA

Are You Studying Now?
☐ No X Yes (Please Explain) Senior in high school

What Are Your Plans For Future Study?
Uncertain Have decided not to go to college

MILITARY SERVICE

Branch Of Military	Date Of Entry And Rank	Date Of Discharge And Rank	Current Reserve Or Draft Status
NONE			

Nature Of Duties and Any Special Training Received

PRESENT EMPLOYER

Name Of Employer	Address	City	State	Telephone
NONE				

From	Starting Salary $ Per Hr./Wk./Mo./Yr.	Starting Position	May We Call You At This Number? ☐ Yes ☐ No
To	Current Salary $ Per Hr./Wk./Mo./Yr.	Present Position	May We Contact Your Present Employer Prior To Employment? ☐ Yes ☐ No

Name And Title Of Immediate Supervisor	Reason For Leaving Or Desire To Leave
	Returned to school

Briefly Describe Your Responsibilities

What Has Been Your Most Significant Accomplishment In Your Current Position?

PREVIOUS EMPLOYMENT

(List Most Recent Employer First)

Name Of Employer	Address	City	State	Telephone
J.C. Perkins Dept. Store	100 Deadwood Mall,	St. Paul	Minnesota	612-903-1100

From	Starting Salary	Starting Position	May We Contact
6/76	$2.30 Per (Hr.)/Wk./Mo./Yr.	Sales Clerk	☒ Yes ☐ No
To	Final Salary	Position At Time Of Leaving	
8/76	$2.30 Per (Hr.)/Wk./Mo./Yr.	Sales Clerk	

Name And Title Of Immediate Supervisor	Reason For Leaving
Raymond Cardin, Asst. Store Mgr.	Returned to school

Briefly Describe Your Responsibilities

Retail sales of clothing, home furnishings, landscape supplies, and stationery products

Name Of Employer	Address	City	State	Telephone
Write-On Company (a Junior Achievement Company)				NONE

From	Starting Salary	Starting Position	May We Contact
9/75	$ 50 Per Hr./Wk./Mo. (Yr.)	Member	☐ Yes ☐ No
To	Final Salary	Position At Time Of Leaving	
6/76	$ 100 Per Hr./Wk./Mo. (Yr.)	Vice-President of Sales	

Name And Title Of Immediate Supervisor	Reason For Leaving
Gloria Witham, Co. Sponsor	Annual Liquidation of all J.A. companies

Briefly Describe Your Responsibilities

Door-to-door sales of company products, training of sales personnel

Name Of Employer	Address	City	State	Telephone
Leroy Johnson	Route 2	Zimmerperson,	Minnesota	612-999-3535

From	Starting Salary	Starting Position	May We Contact
5/75	$2.00 Per (Hr.)/Wk./Mo./Yr.	Farm Laborer	☒ Yes ☐ No
To	Final Salary	Position At Time Of Leaving	
9/75	$2.00 Per (Hr.)/Wk./Mo./Yr.	Farm Laborer	

Name And Title Of Immediate Supervisor	Reason For Leaving
Leroy Johnson	Returned to school

Briefly Describe Your Responsibilities

Daily milking chores, machinery operation, general maintenance and repair

WORK PREFERENCE

Which One Of Your Jobs Did You Find Most Satisfying? Why?

Sales Clerk for J.C. Perkins Department Store. I enjoyed working and competing with experienced salespeople, I had the top sales among the summer employees.

Which One Of Your Jobs Did You Find Least Satisfying? Why?

I have not had a dissatisfying job. I enjoyed all of my work experiences.

PUBLICATIONS

Published In	Volume	Date	Co-Authors	Topic
NONE				

INVENTIONS AND PATENTS

Patent Number	Item	Date Applied Granted	Co-Discoverer	Description
NONE				

REFERENCES

List Persons Having A Good Knowledge Of Your Ability In Your Occupational Field

Name	Occupation	Address	Telephone No.
Raymond Cardin	Assistant Store Manager J.C. Perkins Dept. Store	100 Deadwood Mall St. Paul, MN. 55998	612-903-1100
Gloria Witham	District Sales Manager 2N Corporation	P.O. Box 79 St. Paul, MN. 55995	612-881-3569
Charles Tibble	Distributive Education Coordinator	Central High School Micropolis, MN. 55981	612-310-7761

AUTHORIZATION

It is understood that all offers of employment are conditional upon the truthfulness of the statements herein and the successful completion of a physical examination. Completion of the Company's Agreement on Patent Rights and Confidential Information will be required. An investigative consumer report to include your general character, employment, education, and credit records may be made in considering your application for employment. This report will be made available to you upon request.

Date May 15, 1977 Signature Jo. D. Johnson

97

WORK EXPERIENCE

LIST BELOW THE QUALIFICATIONS YOU HAVE THAT RELATE TO YOUR JOB OBJECTIVE

A. SKILLS: Sales: Top sales at J.C. Perkins, regional finalist Junior Achievement "Salesperson of the Year."

B. KNOWLEDGE AND ABILITIES: Distributive Education I and II, Business Math I and II, Speech I Debate Club, Principal's Honor Roll, B average, Top half of class.

C. RESPONSIBILITIES: Treasurer of D.E.C.A., Training of sales personnel and organized Sales Exposition for Junior Achievement Company.

LIST THE EMPLOYERS WHERE YOU HAVE GAINED THE EXPERIENCE SPECIFIED ABOVE		DESCRIBE YOUR JOB: SPECIFY EQUIPMENT AND JOB SKILL REQUIRED
EMPLOYER: J.C. Perkins Dept. Store		Retail sales of clothing, home furnishings, landscape supplies and stationery products.
CITY: St. Paul	END WAGE: $2.30/hr.	
JOB TITLE: Sales Clerk		
LENGTH: 4 months	END DATE: 8/76	
EMPLOYER: Write-On Company (J.A.)		Door-to-door sales, Training of sales personnel.
CITY: Micropolis	END WAGE: Commission	
JOB TITLE: Vice-President of Sales		
LENGTH: 9 months	END DATE: 5/76	

COMPLETE CAREFULLY

1 Social Security Number: 782-12-3346

4 TC: 2 — 5 CC: 50 — 6 Name (Last, First, MI): Johnson, Jo D.

22 Mo Ex: 1 — 23 Occupational Code

2 Applicant Type: ☐ Reg ☐ Part Reg ☐ Renewal A

3 Summer Youth: ☐ Yes ☐ No

7 Address: 1832 Finley Avenue — Apt. #

City: Micropolis — State: Minnesota — Zip Code: 55999 — County:

18 Union Status: Local # NONE — Name:

35 DATES

12 U.S. Citizen: 1 ☒ Yes 2 ☐ No

11 No. in Family: NA

8 Telephone Number: Home (612) 901-7777 — Other:

10 Date of Birth: May 25, 1959

9 Sex: ☐ Male ☐ Female

19 Education (Circle Highest Grade Completed): 1 2 3 4 5 6 7 8 9 10 11 (12) 12 13 14 15 16 17 18 19 — May

24 County Code (Res) — 25 EG: ☐ W ☐ B ☐ AI ☐ IN ☐ Oth — 26 ☐ Yes ☐ No

20 SCHOOL	FIELD OF STUDY	DATES	DEGREE
Central H.S.	General	Sept. '73 May '77	Diploma

28 Test Information

27 HDCP: ☐ No ☐ Phys ☐ M. Rtd ☐ M. Rsd

13 Height: 5'8" — 14 Weight: 140 — 15 Hours Available: 6 a.m. to 6 p.m. — 16 Minimum Salary You Would Accept: Open — 17 Are You Willing to Relocate: ☐ Yes ☐ No — 21 Type of Work Desired: Salesperson

29 ☐ NO ☐ YE ☐ YES ☐ OV ☐ YED ☐ OVD ☐ OYS

30 Spec Vet & Other Eligibles: ☐ No ☐ Spec Vet ☐ Other Eligible

31 Econ Dis: ☐ Yes ☐ No

32 Welfare: ☐ No ☐ AFDC ☐ NON-AFDC ☐ Other Welfare

33 Food Stamp: ☐ Yes ☐ No

34 Migrant: ☐ No ☐ Farm worker ☐ M. Farm Wkr ☐ M. Fund. wkr

36 Employment Status: ☐ Part Time ☐ Full Time ☐ Seas Worker ☐ Attachment

37 Handicap: ☐ No ☐ State ☐ Other

38 CETA: ☐ No

41 For Future Use

MN 444 REV 5 DATE (MM YR) — Application Card — MINNESOTA DEPARTMENT OF EMPLOYMENT SERVICES

APPLICANT: PLEASE COMPLETE

PRESS HARD

APPLICANT: PLEASE COMPLETE

REPORTABLE ACTIVITY

CALL	REF.	EMPLOYER, AGENCY OR TYPE OF SERVICE	JD	CODE	ORDER NUMBER	PAY	DUR.	RESULTS

DO NOT COMPLETE

OTHER INFORMATION

OTHER SIGNIFICANT WORK EXPERIENCE

EMPLOYER: Leroy Johnson
JOB TITLE: Farm Laborer
JOB DUTIES: Daily milking chores, machinery operation, general maintenance and repair.

EMPLOYER: NONE
JOB TITLE:
JOB DUTIES:

C — DRIVER LICENSE CLASSIFICATION

LIST BELOW ANY DISABILITY (PHYSICAL, EMOTIONAL OR OTHER)

Occasional discomfort from basketball knee injury during sophomore year.

MILITARY SERVICE

BRANCH NA DATES OF SERVICE _____ TYPE OF DISCHARGE _____ DISCHARGE RANK _____

DO YOU HAVE A SERVICE CONNECTED DISABILITY? ☐ YES ☐ NO _____ % OF DISABILITY

MILITARY JOB DUTIES/SCHOOLS _____

DID YOU SERVE IN VIETNAM, CAMBODIA OR THE BOUNDARY WATERS IMMEDIATELY ADJACENT TO ☐ YES ☐ NO

99

How Do I Take Employment Tests?

Many employers require potential employees to take tests which are designed to predict a person's ability to perform a given job. Under federal and state (Minnesota) law, employers are permitted to use tests to determine qualifications for employment or advancement. As interpreted by the United States Supreme Court, each test must be individually evaluated and employers must have and make available evidence showing that each test does measure abilities actually required in the job. In other words, the people receiving better scores must be able to do the job better than people receiving poorer scores or the test is probably not measuring abilities and other factors required for job performance. If an employer asks you to take a test, you have the right to ask for such evidence before or after taking the test. You may offend the employer if you are rude or make a big issue of the matter. There are risks involved when you resist taking or refuse to take a test, but you certainly can exercise your rights--especially if the situation suggests a need to question the intent of a test.

There are two general types of tests which you may be asked to complete: ability tests and personality tests. The types of ability and personality tests used vary considerably from one employer to another. Some employer's use well-known standardized tests while others rely solely on their own "home-made" tests.

Ability tests are written to measure your ability to respond quickly and/or the extent or level of your skill and knowledge. The first type, the "speed" test, will usually have many more items that can be completed in the specified time. When taking this type test, how fast you can work is as important or more important than 100 percent accuracy. Filing, typing, shorthand and other clerical tests are typical "speed" tests. If you do not completely finish a "speed" test, do not panic or give up trying to get the job. You may have performed very satisfactorily on the test.

The second type of ability test, the "power" test, is normally set up with items or questions becoming more difficult or complex as you proceed through the test. Eventually, you may not be able to answer any more questions. When taking this type of test, do not rush, but carefully consider each question. Be careful, there probably will be some very tough questions. Usually, you will be given a reasonable amount of time to complete this type test. Incidentally, many ability tests include both "speed" and "power" measures.

A few general points should be made about taking ability tests. If you think that you will be asked to complete an ability test for the job you are seeking, you should prepare for the test. For example, if you are applying for a job which requires typing, you should expect to be asked to demonstrate your typing skills. You might be given a draft copy of a letter or a more formal typing test. If you have not been typing regularly, it is just good common sense to practice before you start contacting potential employers. Practice makes perfect.

Manuals designed to help people prepare to take paper and pencil ability tests are available for nearly all commonly used tests. You may find these manuals very helpful particularly if you have not taken many ability tests. Your local school or public library should have testing manuals. If not, check the area bookstores. If you are interested in civil service positions, be sure to study the manuals specifically written for individual civil service positions. If you have problems taking tests, using these manuals will be particularly helpful. By working through sample questions, you will know what to expect in the test. As a result, your anxiety and possible fears about employment tests should be reduced. Many people have benefited from this type of practice.

If you experience a great deal of anxiety taking ability tests, to the point where your performance is really below your potential, visit your school counselor or psychologist. This person should be able to recommend a number of procedures available to help you improve your test performance by lowering your anxiety.

The key point to remember in taking any type of ability tests is to work as fast and accurately as possible. Always read the instructions carefully and follow them carefully. They often tell you to expect a "speed", "power" or combination "speed-power" test. If you do have the skills and knowledge to perform the job you are seeking, you should be able to score high enough to satisfy a potential employer.

If you are taking a test with true or false statements, read each item very carefully. Watch for catch words such as: all, always, every, completely, equally, except, never, not, no, more, than, less than. Consider the effect of these words carefully. If words are underlined in a test item, consider these words as very important in deciding if the statement is true or false.

When answering multiple choice items, read all the possible answers before responding even if the first choice appears to be a correct answer. Also watch for the instruction to select the most correct response. When guessing at answers start by first eliminating responses you feel are not correct. It is usually an advantage to guess, but some tests subtract points for incorrect answers.

Personality tests are frequently used by employers to determine the interest, values, character strengths or weaknesses of job applicants. Any test can be used as long as it does not discriminate against people on factors unrelated to the performance of the job. An employer wants to know not only how well a person can perform the job, but also how well a person can get along with co-workers and customers and what personal factors may affect a person's job performance.

You cannot practice for a personality test like you can for most ability tests. There are not supposed to be any right or wrong answers on personality tests, but realistically there are answers that employers are seeking. What are the desirable or undesirable personality traits, values and interests for the job you are seeking?

Before taking a personality test, objectively evaluate your strengths and weaknesses. Separate the facts from fiction. Be sure your opinion about yourself is fair and realistic. However, when taking a test, think positively about yourself. All people have minor faults that appear occasionally, but not regularly. Do not respond negatively about yourself or profess weaknesses other than those indicated to you by persons you trust. Do not feel obligated to volunteer a list of personal faults. Very few, if any, people tell all their mistakes or faults to anyone who asks.

Some tests may have questions that appear silly and unrelated to the job. Other tests may ask very personal questions. If you have doubts about the usefulness or purpose of an employment test, you have the right to ask for evidence showing the test is related to the job sought. Again, you must realize that there are risks involved when questioning the validity of the test. An example of an unlawful employment test is the polygraph (lie detector) test. An employer using such a test should be reported to the Minnesota Department of Human Rights.

The final word on test taking is simply READ THE INSTRUCTIONS CAREFULLY. You will learn more than you expect. You will be given hints on how to take the test. For example, you may be told how much time you have and if you should expect to answer all the questions, or whether or not you should guess on items when you are not sure of the answer.

How Do I Complete An Employment Interview?

An employment interview occurs whenever a person meets and talks to an employer or an employer representative. An employment interview can be an event which was planned in advance by indirect contact (letter, telephone, other persons, or agents) or an event which occurs without previous planning such as the walk-in visit looking for possible job opportunities.

A very detailed employment interview would include questions concerning your educational and work accomplishments, your interests, your job performance potential, your value to the business, your future plans, and your attitudes about work and people.

Interviewers will develop opinions about you by evaluating your responses to their questions, your questions and appearance. Your primary purpose in the interview may be to secure a job offer, particiularly if it looks like the employer has the right job opportunity. The only way to secure the job offer is to actively sell yourself and your job qualifications. This is done, not only by what you say, but how you handle yourself and your appearance.

Another important purpose for the interview is for you to obtain the information needed to decide whether or not you want to work for this employer. When the opportunity presents itself, ask the interviewer specific questions to help determine how well the job will satisfy your important job needs.

Interviewing Problem Situations

Since an interview is a one time communication process, you cannot try again if you mess it up. You will need to rely on common sense and concentrate on following the interviewer's cues or leading questions. A number of problem situations which you may encounter and should be prepared to solve follow.

Problem #1 - Nervousness. If you don't feel a bit tense or nervous, you really are cool. Most people are a bit nervous prior to interviews. Remember, interviewers are looking for people to hire and are not out to get you. If you have never interviewed for a job, you may want to arrange for a practice interview with someone you know or an M.E.S. staff person. This will allow you to prepare for interview situations and also get helpful feedback on how you are presenting yourself. Practice helps.

If you are nervous, do not try to cover up and act like you know it all. Overconfident people usually turn interviewers off. Superiority complexes offend people more often than they impress them. Over aggressiveness expressed by leaning on the interviewer's desk or asking blunt questions will also produce a negative effect on most interviewers.

If you experience nervousness to the extent you feel it is not allowing you to present yourself effectively, you should seek assistance from your school counselor, placement person or psychologist. This person should be able to suggest procedures designed to reduce nervousness or will help you find someone who can help you. A skilled interviewer usually will help the nervous applicant overcome this problem.

Problem #2 - Surprise Questions. The first, last or any other question may be a "surprise" question designed to see how you react. Answer it as well as you can. Do not be upset if you don't answer it as well as you think you could have. Interviewers may be more concerned with your reactions than your answer. Always think first before answering any question! Don't talk yourself out of a job.

Problem #3 - Discouragement. It may appear to you that the interview is not going well. Do not give up and stop trying to sell your qualifications. There are many ways to make a sale. If you stop smiling and start frowning, you look like a quitter, not a hard worker with enthusiasm. Remain confident and work hard. You simply may be getting a test to see how you react.

Problem #4 - You are late to the interview. Apologize and give a brief explanation of why you are late. Be honest. Do not make a big "story" out of the reason. Interviewers are human, too. If you realize you will be late to the interview, telephone the interviewer and explain your situation. Do not waste time looking for the phone if you will be able to arrive within two or three minutes of the scheduled time.

Problem #5 - No time to change clothes. If you are leaving work to go directly to the interview and do not have time to change, simply explain your problem to the interviewer. Be sure you are honest with yourself in saying there was not enough time to change.

Problem #6 - Need to make a note. If possible, wait until after the interview to make your notes. If you must write something down, simply state, "Excuse me, I would like to write that information down." Then, quickly make your notes.

Problem #7 - Turning down unacceptable job offers. If you are offered a job which is not acceptable, does not satisfy any of your needs, you will want to refuse the offer. Be gracious and tactful in your statement turning down the offer. For example, "Thank you, but after discussing the job with you, I do not believe it is the type of job I want." Try not to give specific reasons for your decision to reject the offer because they easily can be misinterpreted by the employer as criticism of the job and the firm. However, answer any questions the employer may ask about your rejection as specifically as possible. Be sure you are not rejecting the best possible job available to you. Your standards of acceptability must be reasonable.

The Interview Process

The actual interview process is not as difficult as many people think. It is basically a two way communication process. That communication is both verbal and non-verbal. Interviews can be either structured or unstructured depending on how the interviewer proceeds. During a structured interview, you will be asked a series of questions, some closed and others opened. During an unstructured interview, you will be asked general questions or may simply be told, "Tell me about yourself." Most interviews are structured to some degree. A few important steps in the interview process follow. It is assumed that you have been introduced to the interviewer or have introduced yourself.

Steps	Key Points
1. Follow the interviewer's lead.	1a. Shake hands if the interviewer leads. Be firm, but do not crush knuckles or pump water.
	1b. The interviewer's questions or statements are clues to the factors you should stress.
	1c. React appropriately to the interviewer. Look the person in the eyes, but avoid staring. Smile when appropriate (not a silly grin).
2. THINK before answering.	2a. Avoid saying things you do not mean to say.
	2b. Be direct and honest, but do not provide unnecessary detail or any negative information.

Steps	Key Points
2. (Continued)	2c. Ask questions to determine if you understand a question and politely ask the interviewer to repeat if necessary.
	2d. Follow your answers with related questions. This shows your interest in the company's position.
3. Sell yourself.	3a. Be prepared for the unstructured interview. Emphasize the strong points in your personal data sheet.
	3b. If you are not asked about your strong points, take the initiative and direct the interviewer's attention to these points.
	3c. When possible and appropriate, use the interviewer's questions to lead into your points. For example, your response to questions about previous employment should also include related volunteer work or extracurricular activities.
4. Obtain the needed job information. (Will the job satisfy your important job needs?)	4a. Do not start asking your questions about the job until the interviewer invites you to do so.
	4b. Ask only those questions that provide important data for your decision about the job.
	4c. Ask for specific information, not general facts that could mean anything.
	4d. If salary is "open" (will vary depending on your qualifications), don't ask about the salary. Wait for the interviewer to address salary.
	4e. You may need to wait until the job offer is made, to ask all the questions you have.
5. If you get an acceptable job offer, ask for time to decide.	5a. See MODULE 5 - DECIDING ON A JOB OFFER for a complete discussion of how to get enough time to make a decision.

Steps	Key Points
6. End the interview.	6a. Be alert to interviewer statements or actions which indicate the interview has come to an end. Such as standing up, sorting papers, looking at watch or clock, asking how to reach you, etc.
	6b. Clarify the method of checking back with the interviewer. a. Will call you within a specified period of time. b. If you may call back for the decision.
	6c. Express your appreciation for the interview. Summarize the reasons why you are qualified for the job.
	6d. Thank the secretary or receptionist for any help provided.

How Do I Follow Up On The Interview?

When you leave an interview, do not sigh and forget it, unless you do NOT want the job. DO NOT be discouraged if you do not get a job offer during the interview. Interviewers often are not authorized to offer jobs until checking with their superiors. The interviewer also may have to interview other persons for the job. Too many people give up on a possible job offer too soon. Do not be afraid to call the interviewer to check on a possible decision. Obviously, you can contact a person so frequently that you become irritating. On the other hand, if you are told at the closing of the interview you do not have the necessary qualifications or that you will be contacted if anything opens up, do not count on getting a job offer from this company. Keep on searching for other job offers.

You can learn from every interview if you analyze and evaluate what you did and did not say or do during the interview. Check to be sure you are learning positive, helpful behaviors and not reinforcing and repeating behaviors that hurt you. If you feel you are having the same problems in all your interviews, get help from someone. Nervousness, memory lapses, and other behavior problems can be corrected, so don't let a problem get you down.

A number of reasons interviewers give for not hiring people are listed on the following page. Use this list as an interview evaluation check sheet. If you display any of these factors or conditions, start to work on overcoming them. You can improve yourself.

Reasons Job Applicants Are Rejected

1. Messy appearance--dirty hands, face, clothing and poor hygiene.
2. Little interest in a particular job or company.
3. Poor grammar or speech.
4. Only interested in the salary.
5. Wants to start at the top, now!
6. Lack of manners, tact or social skills.
7. Blaming others or events for your mistakes.
8. Major dislikes for school work.
9. Not qualified.
10. Limited interests.
11. Strong prejudices.
12. Indecision--hesitation in responses.
13. Scatter brained--foot in mouth responses.
14. Speaking poorly of past employers.
15. No questions about the job or company--no interest.
16. Nervous--little confidence.
17. Outlook is sour or cynical, "things are bad all over".
18. No sense of humor or never serious.
19. Name dropper
20. Acts like everyone is attacking or will attack or hurt him/her.
21. Values are very different from other workers in this job.
22. Lazy or sluggish in responses or actions.
23. Cannot make own decisions
24. Personal problems which appear to interfere with job performance.

While evaluating your interview, ask yourself if you have communicated your job qualifications. If you did not, you may wish to contact the interviewer by telephone or a follow-up letter. Explain any points not covered. If necessary, ask for a second interview. However, do not bother the interviewer with minor facts or insignificant items of limited impact.

Some people feel that it is not necessary to write a brief follow-up letter, but it certainly will never hurt. Use the letter to thank the interviewer, express your interest in the job again and mention any points you forgot to bring up in the interview. A poorly written, sloppy looking letter can be damaging, so do a good job. A sample follow-up letter is shown on page 102.

If you are working with any placement services, private or public, report the results of your interview to the persons helping you. If they are to continue helping you, they must know what happened and why. If you don't cooperate with these people, it is possible that they may refuse you further services. If you were asked to report, do so without delay.

If the interviewer promised to contact you at a certain time and does not, do not panic. Wait a day before contacting the interviewer if you have the time or are not faced with a decision deadline on another job, then call the interviewer. Remind the person of your interview and ask if any decision has been made. Hopefully, the interviewer will anticipate your concern and indicate why the response was delayed. If the interviewer cannot give a decision, ask when you can expect an answer. If you have another offer you need to respond to, explain your situation to the interviewer. The interviewer will tell you whether or not you should take the other job offer or wait.

1832 Finley Avenue
Micropolis, Minnesota 55999
May 15, 1977

Ms. Beverly Person
K and L Department Store
302 Dome Street
Dinkytown, Minnesota 55455

Dear Ms. Person:

Thank you for the time you took to interview me for the sales position in the sporting goods department.

Your entire operation at K and L Department Store is really quite impressive. The business organization appeared extremely efficient and the people I met were very pleasant.

I am very interested in your position. If given the opportunity, I believe I can contribute to even higher sales volume in the sporting goods department.

Your consideration is appreciated.

Sincerely,

Jo D. Johnson

Jo D. Johnson

MODULE 5
DECIDING ON A JOB OFFER

This module deals with the last stage of a job search where you have interviewed several employers and HAVE reached your target number of job offers. As yet, you have neither accepted nor rejected any acceptable job offers. In this module, you will learn how to get the time needed to decide, negotiate for the best possible job offers, select the best job offer, and communicate your job decision.

These skills may not be relevant to all job seekers at this time and, in fact, probably are inappropriate for persons who cannot realistically expect more than one job offer. Such persons will probably be given little or no time to make a job offer decision. They will also be in no position to negotiate for better job conditions. Their best decision on whether or not to take the first minimally acceptable job offer, is to take it. Their only alternative to this decision is to take the very large risk of not receiving any further job offers. The communication of a job decision for these persons should be an immediate acceptance. However, even these persons should examine the skills because of their future usefulness. At some later time, these persons probably will be in a position where the skills are appropriate and extremely useful.

How Do I Get The Time To Decide?

So far, you have been instructed to delay all job decisions until you have reached your target number of job offers. Requesting time from an employer to make a decision can be a difficult task. Some employers want an immediate decision because they need a person to start tomorrow. Other employers may be willing to give you a few days and maybe even up to a week for a decision. One week to decide should be considered an absolute maximum time request unless special circumstances exist.

The major factors that you should consider in determining how much time to request for making a decision are (1) the time required to get the needed remaining job offers, (2) the employer's deadline, and (3) how well this job offer compares with previous and expected job offers. This last factor would be used to determine which of the first two factors should be considered the most important if the time needed and given are not the same.

If you want to be sure that you are getting the best possible job offer, you need to get several job offers and compare them with each other. Without job offers for comparison, you cannot determine how good a job offer really is. Also, you will obviously not be able to negotiate for the best job offer if you only have one offer.

Since you probably cannot expect any employer to give you more than one week to make a decision, you have to plan on getting the remaining job offers you need within a week. This requires an immediate follow-up with previously contacted employers who have not as yet offered their jobs. In addition, you need to schedule several job interviews during this week and work hard to get job offers during these interviews. The risk of losing an acceptable job offer is highest for your first acceptable job offer because the time needed to get the target number of job offers is reduced with each additional job offer.

Not all employers will give you the same amount of time to make a decision. While some employers need a worker immediately, it is not likely that you will be asked to make an "on-the-spot" decision. If the job offer was delayed until a day or so after the job interview was completed, the employer probably will respect your desire for time to decide.

How you request time for making a decision will affect the time an employer will give you. If your request suggests that you could take or leave this job offer, the employer may demand an immediate decision or even withdraw the offer. Be positive about the job offer when asking for time to decide. If you already have a job offer that you want to think over in comparison to this job offer, this response is usually acceptable to an employer. Your response that you are committed to interview for another job will also be acceptable to most employers, particularly if the interview is scheduled within the next two or three days. When asking for five to seven days (for example, this is your first job offer and you are not sure how well you like the job), your best request approach might be to explain your search strategy. You would indicate to the employer that after an objective evaluation of your qualifications and the worker supply and demand for this job, you feel that you can realistically expect X number of job offers. You hope to secure the remaining job offers by this time

next week and will contact this employer within 24 hours of receiving the last job offer. If this explanation or other explanations (e.g., you will be out of town, you must consult with family members, and you have other scheduled job interviews) do not persuade the employer to give you the necessary time, you have a decision to make. Either remain firm in your time request or accept the employer's deadline.

Your choice in the above decision should be based on how well you like this job offer, how well it compares with other job offers, and if you can expect to get better job offers. If the conditions or satisfactions of this job offer far surpass your expectations, you may not wish to risk losing this job offer by not agreeing to the employer's decision deadline. If you can't expect other job offers to be any better, you may want to lower your target number of job offers to accomodate this employer's deadline. However, the fact that his job offer is so good may indicate that your chances of getting several job offers and of being able to negotiate for even better job conditions are good.

If the conditions or satisfactions of this job are just barely acceptable and the information you presently have indicates that you should be able to get better conditions from other employers, you probably should remain firm in your request for time to decide. The employer may question you to see why you want this additional time and try to get you to change your time request. Be polite, but firm in your position. This may even impress the employer to not only extend the deadline, but also improve the conditions or satisfactions of the job offer. But remember, it may also irritate some employers.

How Do I Negotiate For The Best Possible Job Offers?

As mentioned earlier, negotiating for the best possible job offers is not a job seeking skill appropriate to all job seekers. If you are not in a position to negotiate, you may very well lose all acceptable job offers by trying to negotiate. In addition, there are certain jobs where no negotiating is possible--the job conditions or satisfactions are specified and set by contracts or company policy and cannot be changed. However, if your job is open to negotiation and you have been successful in obtaining two or more job offers with time before having to make a decision, you can and should try to negotiate for the best possible job offers.

In negotiating for the best possible job offers you are attempting to persuade employers to improve their job conditions or better satisfy your important job needs. You are telling employers that among other factors, your job decision will be based on how well a job offer meets your important job needs. If they want you to take their jobs, they should offer you their best possible conditions (top starting pay or guaranteed salary reviews and promotional opportunities, the desired work shift, extra fringe benefits, etc.). Even though your job may be open to negotiation, remember that not all of your important job needs may be negotiable.

Negotiating for improved job conditions is not an easy task. It requires considerable tact and timing on your part. Negotiations must start immediately following your last job offer, or even better, negotiations should be started while you are obtaining job offers. This is done by using the conditions of the first as standards for the second job offer to meet or surpass, and so on. All negotiations must be finished prior to the agreed upon decision deadline for the job offers received.

Probably the most difficult part of negotiating is getting started. A good strategy to use in starting negotiations is to first contact the employer whose job offer meets the least of your job needs or expectations. With this strategy, you are starting with the job offer where you have the least to lose. In contacting this employer, you would first confirm the original conditions and clarify any questionable points. You might then inform this person that you actually prefer this job offer in many ways, but you have a hard time convincing yourself to take this job offer when other job offers provide other better benefits and conditions. This employer may sympathize with your problem, but unfortunately indicate that this job offer cannot be improved to meet or exceed the conditions of other job offers. If this happens, your best action is to tell the employer that you will continue to consider this job offer and will report your job decision as soon as it occurs.

If you are successful, an employer will adjust the job offer to meet or, hopefully, surpass all conditions of the other job offers. Some employers who improve their job offers will expect an earlier decision deadline--perhaps right there and then. If this happens, you will have to quickly compare this improved job offer with what improvements might be expected of other job offers. Unless this new job offer obviously will exceed all other possible improvements, you should compromise with this employer on an acceptable decision deadline--somewhere between the original deadline and the deadline the employer now wants. If necessary, you can always decline this job offer before you finish negotiating for other better job offers.

Another starting strategy would be contacting the employer who is most likely to improve the conditions of the job offer--the person most impressed with your qualifications or who has the greatest flexibility or opportunity to change job conditions. You may be able to get improved conditions for this job offer, even if it is presently the best job offer you have. Regardless of your starting strategy, negotiations should, ideally, continue until you have contacted all employers and have attempted to improve all job offers.

In negotiating for the best job conditions, you are, in effect, auctioning your qualifications to the highest bidder. As in all auctions, you would hope that each bidder would spur the other bidder to the highest possible price--best conditions. However, there are significant differences between negotiating for the best possible job offers and conducting an auction. The employers are <u>not</u> actually bidding against each other at the same time. The only way an employer finds out about other employers' improved job offers is through you. It can be very risky to

keep re-contacting employers to inform them of the latest improvements and requesting the same or better from them. Another negative difference between this negotiation process and auctions is that employers will probably not be dealing in the same commodities. They may be offering very different conditions or satisfactions which are not easily comparable.

If you continue trying to get better and better improvements from employers, they eventually will tire of your "hounding" and tell you to take another job offer. You talked yourself out of their job offers. Losing all previous job offers is a definite possibility when you try to keep negotiating for better conditions. After the first negotiation with an employer, it is possible that further attempts to negotiate may force the employer into a "take it or leave it" stance requiring an immediate decision from you. This is not the point where you want your negotiations to lead. Therefore, it is suggested that you attempt to negotiate with an employer no more than twice. The risks are too great of losing all job offers or turning off employers when you try to negotiate more than twice.

How Do I Select The Best Job Offer?

If you are successful in your negotiations, you will be going into your selection process with the best possible job offers. In this selection process, you will essentially compare these job offers on how well each satisfies your important job needs. Complications arise in the selection process when employers are offering different conditions or satisfactions and even when they are offering the same conditions but the terminology or language is different for each employer.

Obviously, employers or companies operate in different fashions. Each employer has unique priorities, concerns and problems and its current company policies and practices have evolved, to a degree, independently of other companies. There is no one magic formula for insuring success or profit which is the goal of all employers. Some employers find that providing many promotional opportunities together with various performance bonuses or raises is the way to reach this goal and get the most out of their employers. Other employers might feel that providing extensive fringe benefits and excellent work conditions, etc., is the best way to reach this goal. Job conditions or satisfactions can vary as much between different employers for identical positions, as they will vary or differ for entirely different kinds of jobs. Therefore, it is crucial that you know what satisfactions are most important to you.

An important step prior to making the actual selection is making sure the information you have on each job offer is comparable. If you don't have comparable information on all job offers, it is very difficult to make a reasoned decision. You don't judge the quality of an apple by comparing it with oranges.

Aside from the obviously different satisfactions or conditions that employers can or will offer, it is possible that identical conditions may be presented or explained by employers in very different ways. For example, the policies on sick pay and insurance coverage are often very hard to compare between different employers and companies. Sometimes even the starting salary or wages for different job offers are not immediately comparable. One company may offer a job with a starting salary of $3.75/hour while another company offers $600/month. Are these starting salaries the same? No! If you look at Figure 2--Wage and Salary Scale, you will see that an hourly salary of $3.75 is equal to a monthly salary of $630. The first company's job has the higher starting salary. When negotiating for the best job offers, be sure you translate the improvements of one job offer into the terms comparable to your other job offers.

Figure 2. Wage and Salary Scale*

Hourly	Weekly	Monthly	Annually		Hourly	Weekly	Monthly	Annually
$1.65	$ 66.00	$277.20	$3,326.40		$4.20	$168.00	$ 705.60	$ 8,467.20
1.80	72.00	302.40	3,628.80		4.35	174.00	730.80	8,769.60
1.95	78.00	327.60	3,931.20		4.50	180.00	756.00	9,072.00
2.10	84.00	352.80	4,233.60		4.65	186.00	781.20	9,374.40
2.25	90.00	378.00	4,536.00		4.80	192.00	806.40	9,676.80
2.40	96.00	503.20	4,838.40		4.95	198.00	831.60	9,979.20
2.55	102.00	428.40	5,140.80		5.10	204.00	836.80	10,281.60
2.70	108.00	453.60	5,443.20		5.25	210.00	882.00	10,584.00
2.85	114.00	478.80	5,745.60		5.40	216.00	907.20	10,886.40
3.00	120.00	504.00	6,048.00		5.55	222.00	932.40	11,188.80
3.15	126.00	529.20	6,350.40		5.70	228.00	957.60	11,491.20
3.30	132.00	554.40	6,652.80		5.85	234.00	982.80	11,793.60
3.45	138.00	579.60	6.955.20		6.00	240.00	1,008.00	12,096.00
3.60	144.00	604.80	7,257.60		6.15	246.00	1,033.20	12,398.40
3.75	150.00	630.00	7,560.00		6.30	252.00	1,058.40	12,700.80
3.90	156.00	655.20	7,862.40		6.45	258.00	1,083.60	13,003.20
4.05	162.00	680.40	8,164.80		6.60	264.00	1,108.80	13,305.60

*Based on a 21-work day (8 hours) month. Figures are base salaries before taxes, social security, insurance, pension, and dues are taken out.

Once you obtained comparable information on your job offers, you are ready to select the best job offer. Ideally, this selection process will occur after all negotiations are finished. However, it may be necessary for you to make a job offer selection before you are able to complete all negotiations. The selection process presented here is also applicable to this situation, though you should recognize that you may not be comparing the best possible job offers.

The process of selecting the best job offer is very similar to the process used in evaluating how well all of the job possibilities you originally considered would satisfy your important needs or expectations of a job. Here, you will be evaluating received job offers, not different job possibilities.

To assist you in making the best possible job decision, selecting the best job offer, the "JOB DECISION WORKSHEET" is provided. A completed example of this worksheet is shown on the next page. From observing this example, you will note that the worksheet is designed for comparing three job offers and involves both an elimination and selection stage. This worksheet can be adapted for your situation if different. If you have two job offers, you could use the second stage as the single selection process. If you have four or more job offers, you could expand these stages to eliminate additional job offers.

Before you complete this worksheet, review your important job needs. A few may be so important that if only they are satisfied, the others can be sacrificed. If your needs or satisfactions are all equally important, your best selection strategy would be to select the job offer that satisfies the most of your important job needs. There is also the difference between minimally satisfying a certain need and completely satisfying that need.

To use the "JOB DECISION WORKSHEET", you would follow the steps and key points listed below.

Steps	Key Points
1. Identify your job offers.	1a. Identify jobs offered by writing the company names in spaces for Job A, B, and C.
2. List your important job needs in descending order.	2a. Write down at least five important job needs. 2b. The most important job need should be listed first.
3. Complete Stage 1--Elimination of the Least Desirable Job Offer.	3a. If you only have two job offers, just work through Stage 2 (Step 4). 3b. Carefully consider your information on each job offer. 3c. For each important need, check (✓) the job which best satisfies it. If possible, check only one job. 3d. Total and enter the number of checks for each job in the spaces provided below each job.

JOB DECISION WORKSHEET

Job A Right On Co. Job B Dead End, Inc. Job C Almost and Assoc

My Important Job Needs:	Stage 1 Job A	Stage 1 Job B	Stage 1 Job C	Stage 2 Job A	Stage 2 Job C
1. Use of My Abilities	✓	—	—	✓	—
2. Activity	—	—	✓	—	✓
3. Achievement	✓	—	—	✓	—
4. Recognition	✓	—	—	✓	—
5. Security	—	—	✓	—	✓
6. Good Hours	—	—	✓	—	✓
7. Compensation	—	✓	—	—	✓

Stage 1 Elimination of Least Desirable Job Offer

Number of checks for each job offer: 3 1 3

Rank of most important job need checked: 1 7 2

Eliminated Job Offer: Dead End, Inc.

Reason for Elimination: This job satisfies only the least important of these needs.

Stage 2 Selection of Best Job Offer

Number of checks for each job offer: 3 4

Rank of most important need checked: 1 2

Selected Job Offer: Right On Company

Reason for Selection: This job satisfies my most important job needs.

AFTER COMPLETING THIS WORKSHEET, YOU SHOULD IMMEDIATELY START COMMUNICATING YOUR JOB DECISION TO THE EMPLOYERS OFFERING YOU JOBS.

Steps	Key Points
3. (Continued)	3e. For each job, write down the rank number of the most important need checked under the job heading. (For example, if Job A is the job that best satisfies job needs #1, #3, and #4, then enter #1 in the space provided under Job A.)
	3f. Identify the job offer you decided to eliminate and give your reasons. Eliminate the job which comes out worst in either Steps 3c or 3d.
4. Complete Stage 2--Selection of the Best Job Offer.	4a. Identify the <u>two</u> remaining jobs.
	4b. For each job need, check (✓) the job which best satisfies the need. There should be no ties.
	4c. Total and enter the number of checks for each job in the spaces provided below each job.
	4d. For each job, write down the rank number of the most important need checked under the job heading.
	4e. Identify the selected job offer and give your reasons. Your selection can be based on either meeting the highest number of needs or meeting the most important needs.

How Do I Communicate My Job Decision?

Once you have made a job decision, you must immediately communicate it to the concerned employers--THEY WILL NOT WAIT FOREVER. If you did negotiate with employers prior to making a decision, your communication is strictly informing <u>all</u> employers of your decision. If you did not attempt to negotiate prior to your decision, you may want to attempt some negotiations with those employers whose job offers you are planning to reject. This should be done prior to contacting the employer whose job offer you plan to accept. In this case, you would follow the previous suggestions given on how to effectively negotiate without losing job offers.

If you are not attempting any form of negotiations in communicating your job decision, the process should be relatively simple. Usually you would first contact the employer whose job offer you plan to accept. This contact could be made through a telephone call, personal visit, or an acceptance letter. The first two contact methods are most frequently used, but a personal visit is the better of the two methods. It will continue to show your interest and will also allow you to provide any information needed for post-hiring purposes. Be prepared to sign forms related to income tax and social security witholdings, health and life insurance coverage, union contracts (if necessary), bonding (if necessary), etc.

After accepting a job offer, don't forget about the other persons who offered you jobs. Even though you will not be accepting their job offers, you should contact these persons as a matter of courtesy. Inform them that you have accepted another job offer and express your thanks for their offers. If any employers ask you about the basis for your decision, briefly explain. You might expect these employers to question the importance of your job needs or factors you have stated as reasons for your decision and to point out other advantages of their job offers. If you have carefully considered your decision, you will have already weighed the positive and negative aspects of all jobs and should not be pressured into changing your decision. In declining those job offers, be positive and courteous. At some future time you may want to seek another job with this employer. Do NOT close future doors by being rude or ridiculing these job offers.

Once you have accepted a job offer, stop looking for other job opportunities--unless special circumstances exist. For example, you feel an employer has talked you into a premature acceptance on a minimally acceptable job offer. In this case, continue to search for better job opportunities. You may use the job's actual starting date as your deadline to obtain better job offers. If you do obtain a better job offer, which you plan to accept, call the first employer and indicate that you have reconsidered your job decision and will be taking another job offer. As when breaking a wedding engagement, this announcement will probably produce bad feelings. Since you probably cannot expect to receive any consideration on future job opportunities with this employer, think twice before reneging on a job offer acceptance. More importantly, think twice before accepting a job offer prematurely.

If you have carefully made your job selection, don't torture yourself with the many "If I had just....." or dream about what the other job offers could have been. Feel good about your decision--it probably was the best one possible. Look at the good features of the accepted job, the reasons you selected it. If there are certain needs that you still want satisfied, start planning now on how to satisfy these needs in this job. Plan and set personal goals which can make your job more rewarding to you and your employer. Good Luck!

LESSON GUIDES FOR JOB SEEKING SKILLS INSTRUCTION

In the preceding content modules, you were presented key information concerning the skills, methods, tools and resources to use in seeking a job. The challenge to you is to use your professional competencies to present this information in such a manner as to help your students increase their job-seeking skills and their chances of obtaining their best possible job.

A series of lesson guides which are sequenced with the content modules are provided for you to use. These guides are intended to aid you in planning your teaching activities. However, the guides are not designed to provide you a teaching manuscript and all your teaching aids. If you want to use the overhead projector, you will need to prepare the transparencies you want. If you want to give your students reading material, forms, worksheets, etc., you will need to make the necessary copies. However, each lesson guide includes the following components: LESSON IDEA/SKILL, OBJECTIVES, CONTENT SOURCE, OTHER MATERIALS NEEDED, TEACHING TIME, IDEAS FOR TEACHING, CRITICAL LEARNING ACTIVITY.

The other materials sections of the lesson guides do not contain complete reference information. Information concerning availability, publishers and so forth is presented in the CITED MATERIAL section which follows on pages 187 to 192. You will need to refer to this section for details if you are not familiar with the material needed.

The teaching times are only estimates to guide you in planning. Approximately 48 hours (traditional class periods) will be needed if a comprehensive treatment of all lesson topics is attempted in class. This time may be reduced to 30 hours or less if out of class work and less intensive treatment of the topics is appropriate.

Evaluation activities are not specified in these guides. How you proceed to evaluate will be dictated by your approach and time limits. The objectives and critical learning activities should imply what to use as the basis for evaluation.

Your school responsibilities and time schedule will be prime factors in how you decide to present this material. If your major responsibility is classroom teaching, you will undoubtedly present this material in your regularly scheduled classes using a daily lesson approach. If your major responsibility is not classroom teaching, you may wish to team teach with classroom teachers or conduct special workshops or seminars with students. Some people may want to provide interested students independent study opportunities.

Since scheduling workshops dealing with job seeking skills immediately prior to school leaving time is a very common practice, a few comments are in order. A primary advantage of this workshop approach is timeliness, many participants will be using these skills in the very near future. However, there are some disadvantages to this approach. If the challenge of deciding on a particular job to seek is not systematically addressed until shortly before leaving school, students can do little to adjust the high school programs of study to insure the most relevant courses are taken as preparation for a job. In addition, there will be little opportunity to gain any relevant work experience. Near the end of the school year, it is also difficult to schedule sufficient time during regular school hours and attendance during non-school hours is probably going to be limited.

Pilot studies conducted in four Minnesota school systems as part of the S.P.A.C.E. Project suggest that these job seeking skills are best taught as part of a regular class. Students most in need of job seeking skills appear least inclined to study independently. They appear to react more favorably to group activities.

Two examples of lesson plans you might develop using the lesson guides and MODULE materials are presented immediately following the lesson guides.

LESSON 1

LESSON IDEA/SKILLS:

What are job seeking skills and why are they important?

OBJECTIVES: Students should be able to:

1. List the five stages of the process of seeking a job and explain the skills involved in each stage.

2. Give at least three reasons for developing their job seeking skills.

CONTENT SOURCE:

MODULE 1, pages 2 to 5

OTHER MATERIALS NEEDED:

None.

TEACHING TIME: 1/2 to 1 hour.

IDEAS FOR TEACHING:

This lesson should introduce and clarify the concept of the job seeking skills. The content of the five MODULES should be outlined to emphasize the range of skills and knowledge required in job seeking. Students should also be acquainted with reasons for developing job seeking skills. Emphasize the importance of making a good job selection or confirming a previous job selection. Stress the fact that job seeking skills are important in getting the best possible job.

You may want to introduce the character of Jody Johnson by having students read the narrative description, page 5, MODULE 1. The example worksheets, forms and so on will be based upon the Jody Johnson character.

CRITICAL LEARNING ACTIVITY:

Students should discuss reasons for developing job seeking skills.

LESSON 2

LESSON IDEA/SKILLS:

What are the possible effects of my job?

OBJECTIVES: Students should be able to:

1. List and explain at least five possible effects of a job.

CONTENT SOURCE:

MODULE 1, page 6.

OTHER MATERIALS NEEDED:

None.

TEACHING TIME: 1/4 to 1/2 hour.

IDEAS FOR TEACHING:

Identification of the various effects of a person's job must be stressed because too often only the monetary effect is considered. This lesson should draw on the students' information and experience. It should indirectly introduce the general concept job satisfactions. It may be helpful to suggest students think about how an employed friend's job affects him/her.

CRITICAL LEARNING ACTIVITY:

Students exchange ideas and opinions about job effects.

LESSON 3

LESSON IDEA/SKILLS:

What do I want from a job?

OBJECTIVES: Student should be able to:

1. Identify their reasons for wanting a job.

2. Complete a JOB NEEDS IMPORTANCE FORM identifying their important job needs.

CONTENT SOURCE:

MODULE 1, pages 7 to 9.

OTHER MATERIALS NEEDED:

A copy of the JOB NEEDS IMPORTANCE FORM for each student. Use the master following this lesson guide.

TEACHING TIME: 1 hour

IDEAS FOR TEACHING:

The primary purpose of this lesson is to clarify the critical concept of job needs by helping students identify their own important job needs, what they want from a job. Students should realize a job is not selected simply because a person can perform the job. They should also discuss their reasons for wanting a job, why they are going to seek work.

You may wish to provide students with copies of the example JOB NEEDS IMPORTANCE FORM found on page 8, MODULE 1, or clean copies of the form to aid class discussion. Present the steps and key points in completing this form while students are completing their personal forms or prior to individual student completion of the form.

CRITICAL LEARNING ACTIVITY:

Students complete a JOB NEEDS IMPORTANCE FORM.

JOB NEEDS IMPORTANCE FORM

Common Job Needs:	Importance Rating: None	Little	Some	Much	Great	Rank
1. ABILITY UTILIZATION: I could do something that makes use of my abilities.	N	L	S	M	G	____
2. ACHIEVEMENT: The job could give me a feeling of accomplishment.	N	L	S	M	G	____
3. ACTIVITY: I could be busy all the time.	N	L	S	M	G	____
4. ADVANCEMENT: The job would provide an opportunity for advancement.	N	L	S	M	G	____
5. AUTHORITY: I could tell people what to do.	N	L	S	M	G	____
6. COMPANY POLICIES AND PRACTICES: The company would administer its policies fairly.	N	L	S	M	G	____
7. COMPENSATION: My pay would compare well with that of other workers.	N	L	S	M	G	____
8. CO-WORKERS: My co-workers would be easy to make friends with.	N	L	S	M	G	____
9. CREATIVITY: I could try out some of my own ideas.	N	L	S	M	G	____
10. INDEPENDENCE: I could work alone on the job.	N	L	S	M	G	____
11. MORAL VALUES: I could do the work without feeling that it is morally wrong.	N	L	S	M	G	____
12. RECOGNITION: I could get recognition for the work I do.	N	L	S	M	G	____
13. RESPONSIBILITY: I could make decisions on my own.	N	L	S	M	G	____
14. SECURITY: The job would provide for steady employment.	N	L	S	M	G	____
15. SOCIAL SERVICE: I could do things for other people.	N	L	S	M	G	____
16. SOCIAL STATUS: I could be "somebody" in the community.	N	L	S	M	G	____
17. SUPERVISION-HUMAN RELATIONS: My boss would back up the workers (with top management).	N	L	S	M	G	____
18. SUPERVISION-TECHNICAL: My boss would train the workers well.	N	L	S	M	G	____
19. VARIETY: I could do something different every day.	N	L	S	M	G	____
20. WORKING CONDITIONS: The job would have good working conditions.	N	L	S	M	G	____
21. _____	N	L	S	M	G	____
22. _____	N	L	S	M	G	____

Conclusion:

My most important job needs are: (1) _____ (2) _____

(3) _____ (4) _____ (5) _____

(6) _____ (7) _____

LESSON 4

LESSON IDEA/SKILLS:

How do I select my first career job?

Step 1--How should I identify job possibilities?

OBJECTIVES: Students should be able to:

1. Identify numerous job possibilities using various sources of help: people, newspapers, books and pamphlets (available in most libraries), tests, and the Minnesota Occupational Information System.

2. List and order by preference at least 10 job possibilities using JOB SELECTION WORKSHEET 1 - JOB POSSIBILITIES as a guide.

CONTENT SOURCE:

MODULE 1, pages 10 to 13.

OTHER MATERIAL NEEDED:

A copy of the JOB SELECTION WORKSHEET NO. 1 - JOB POSSIBILITIES for each student. Use the master following this lesson guide.

Reference material or easy student access to this material.

"Help Wanted" ads.

Books:

Occupational Outlook Handbook
Handbook of Job Facts
Encyclopedia of Careers and Vocational Guidance
Dictionary of Occupational Titles
Concise Handbook of Occupations

Pamphlets:

Education and Work

OTHER MATERIAL NEEDED: (Continued)

Tests:

Minnesota Importance Questionnaire
(See Cited Material for more details) Also, call your Minnesota Employment Services branch office.

General Aptitude Test Battery
If possible, to have administered conveniently and economically. Call your Minnesota Employment Services branch office.

Computer terminal to allow access to the Minnesota Occupational Information System, assuming your school has agreed to purchase the time needed.

TEACHING TIME: 1 to 2+ hours.

IDEAS FOR TEACHING:

Introduce the three steps in the job selection process to provide the students with an overview of the next lessons.

The students you have and your access to instructional materials will certainly be prime determinants in how you approach this lesson. You have a real opportunity to introduce students to occupational information sources, in addition to people and newspapers. You may wish to take more time than suggested above to have your students use references, the MOIS system and to seek information outside your classroom/school. Be sure you have an adequate number of copies of reference materials to allow each student access to the materials. (We would not recommend use of the D.O.T., Dictionary of Occupational Titles, without taking class time to acquaint students with this book. It is a tremendous reference, but a challenge to read.)

Be sure you do encourage students to explore job possibilities they may not have considered. Consider brainstorming on job possibilities. The example JOB POSSIBILITIES form on page 13 should be discussed.

Note: Tests such as the MIQ or GATB should be taken early enough for students to have the results at the time of this lesson. If you do not have the necessary lead time, still have your students take these tests. The information is worth it!

CRITICAL LEARNING ACTIVITY:

Students complete their personal JOB SELECTION WORKSHEET NO. 1 - JOB POSSIBILITIES.

JOB SELECTION WORKSHEET NO. 1 - JOB POSSIBILITIES

Rank	Job Possibilities	What method or source did you use to identify this job possibility?
____	1. _____	_____
____	2. _____	_____
____	3. _____	_____
____	4. _____	_____
____	5. _____	_____
____	6. _____	_____
____	7. _____	_____
____	8. _____	_____
____	9. _____	_____
____	10. _____	_____
____	11. _____	_____
____	12. _____	_____
____	13. _____	_____
____	14. _____	_____
____	15. _____	_____

AFTER LISTING JOB POSSIBILITIES AND THE METHODS/SOURCES USED, YOU SHOULD TRY TO RANK OR ARRANGE THESE JOB POSSIBILITIES IN YOUR ORDER OF PREFERENCE. USE THE SPACES AT THE LEFT SIDE TO RANK THE JOB POSSIBILITIES IN DESCENDING ORDER OF PREFERENCE.

LESSON 5

LESSON IDEA/SKILLS:

How do I select my first career job?

Step 2--How should I evaluate each of my job possibilities?

OBJECTIVES: Students should be able to determine:

1. How well a job possibility will satisfy their important job needs.
2. The current availability of their various job possibilities in their areas.
3. How well their qualifications match the minimum requirements of the various job possibilities.

CONTENT SOURCE:

MODULE 1, pages 12 to 35.

OTHER MATERIAL NEEDED:

Copies of the JOB SELECTION WORKSHEETS 2.1 - JOB NEEDS SATISFACTION, 2.2 - JOB AVAILABILITY and 2.3 - JOB QUALIFICATIONS. Use the masters following this lesson guide.

Reference material or easy student access to this material.
See the LESSON 4 listing. The same materials will be used in this lesson.

TEACHING TIME: 3 to 6+ hours.

IDEAS FOR TEACHING:

You may wish to treat each of the student objectives for this lesson as a lesson idea/skill in your planning.

IDEAS FOR TEACHING: (Continued)

Step 2--Factor 1. How should I proceed to determine how well a job possibility will satisfy my important job needs?

This is the first screening of job possibilities. The students must use their personal job needs information (LESSON 3 - results) and obtain information on which job needs various job possibilities will meet. If available, the MIQ will be very helpful in this process. If people are the primary source of information on the type of satisfaction various jobs will provide, encourage students to talk to more than one person in a particular job.

You may wish to use the completed examples of the JOB NEEDS SATISFACTION worksheets, pages 16 to 20, MODULE 1, when explaining how to complete this worksheet. Ideally, you will provide the students with a new JOB NEEDS SATISFACTION worksheet and work through an example using the steps and key points on pages 15 and 21, MODULE 1. Students should then complete the same process for their own job possibility and draw the appropriate conclusion.

Step 2--Factor 2. How should I proceed to determine the availability of a job possibility?

DEFINITION: Job availability = Number of job openings - Number of job seekers.

This activity is very important. It should help job seekers realize that personal needs and/or interests in a job will not mean the job is available, particularly at a given location.

The Minnesota Employment Services branch offices should be contacted for job availability information such as the "Job Bank" system. News media information is often very helpful. The "Help Wanted" advertisements are a readily available and excellent source of job openings.

Introduce your students to the procedure for using the "JOB AVAILABILITY" worksheet, steps and key points on pages 27 and 28. Provide worksheets for students to complete as you explain the steps.

Use data from one of the completed examples, pages 23 to 26. Present the other examples for student study.

Students should then complete the same process for their remaining job possibilities, those not eliminated in Step 1 above.

IDEAS FOR TEACHING: (Continued)

Step 2--Factor 3. How should I proceed to determine my qualifications for my remaining job possibilities?

The first stage of this activity is the identification of worker requirements. The Dictionary of Occupational Titles (D.O.T.) and the GATB results will be very helpful at this point. The second stage is a student self-assessment. Discuss the importance of objective and honest self-evaluation.

Use the steps and key points outlined on pages 30, 34 and 35, MODULE 1; the examples on pages 31 to 33; and "JOB QUALIFICATIONS" worksheets in explaining this procedure. Emphasize the need to identify (star) those requirements which are essential and must be met to even be considered for a job.

CRITICAL LEARNING ACTIVITY:

Students should complete the necessary number of JOB SELECTION WORKSHEETS:

2.1 - JOB NEEDS SATISFACTION

2.2 - JOB AVAILABILITY

2.3 - JOB QUALIFICATIONS.

Students should save their conclusions/or worksheets for the next lesson and future reference.

JOB SELECTION WORKSHEET 2.1 - JOB NEEDS SATISFACTION

Job Possibility: _____

Important Job Needs (list in rank order)	What is your information and its source?	Will This Need Be Satisfied?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____

Conclusion:

This job will meet:

_____ none of my important job needs.

_____ only 1 or 2 important job needs. (few)

_____ 3 or 4 important job needs. (some)

_____ 5 to 7 important job needs. (most)

IF THIS JOB WILL NOT MEET ANY OF YOUR IMPORTANT JOB NEEDS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY, AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.2 - JOB AVAILABILITY

Job Possibility: _____

Source	Information - Facts - Notes	Worker Demand	Worker Supply
1. Minnesota Employment Services			
2. Local News Media			
3. Friends and Relatives			
4. School Counseling/ Placement Office and Other Staff			
5. Occupational Outlook Handbook/Briefs and the MOIS Computer System			
6. Unions or Local Employers			
7. Civil or Government Service (Federal, State, County)			
8. Other: _____ (specify)			

Conclusion:

It appears that there are:

_____ no openings at this time.
_____ fewer openings than persons seeking this job. (D<S)
_____ as many openings as persons seeking this job. (D=S)
_____ more openings than persons seeking this job. (D>S)

IF THERE ARE NO OPENINGS FOR THIS JOB AT THIS TIME, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS

Job Possibility: _____

Information Sources on Requirements: _____

MINIMUM REQUIREMENTS	YOUR QUALIFICATIONS	
Special Skills/Abilities:	Can you satisfy this requirement?	What evidence can you present to an employer?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
Work Experience:		
_____	_____	_____
_____		_____
Education:		
_____	_____	_____
_____		_____
Other:		
1. _____	_____	_____
2. _____	_____	_____

Conclusion:

I can satisfy:

____ none of the minimum requirements of the job.
____ some of the minimum requirements of the job. (Q<R)
____ all of the minimum requirements, most just barely. (Q=R)
____ all of the minimum requirements, most very easily. (Q>R)

IF YOU CANNOT MEET ANY OF THE MINIMUM REQUIREMENTS, YOU SHOULD ELIMINATE THIS JOB POSSIBILITY AND START EVALUATING THE NEXT JOB POSSIBILITY.

LESSON 6

LESSON IDEA/SKILLS:

How do I select my first career job?

Step 3--How should I proceed to select the best job to seek?

OBJECTIVES: Students should be able to:

1. Explain the interaction of job availability and a person's job qualifications (Figure 1, page 37, MODULE 1).

2. Decide if they want to assign different or equal importance to the three evaluation factors: needs satisfaction, availability and qualifications.

3. Select their own best job to seek using JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB.

CONTENT SOURCE:

MODULE 1, pages 35 to 40.

OTHER MATERIAL NEEDED:

A copy of the JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB for each student. Use the master following this lesson.

Results of Step 2. Students will need their data to complete this lesson.

TEACHING TIME: 1 hour.

IDEAS FOR TEACHING:

Discuss the process of selecting a job. Be sure to review Figure 1 to help students understand the relationship of job availability and a person's job qualifications.

Explain the steps outlined on pages 36, 39 and 40, MODULE 1. The examples on page 38, MODULE 1, will help illustrate this process. Students should then complete their own job selection processes.

CRITICAL LEARNING ACTIVITY:

Students should complete their own JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB.

JOB SELECTION WORKSHEET 3 - CHOOSING THE BEST POSSIBLE JOB

Worksheet Conclusion (Factor Score)	Factor 1 Job Needs Satisfaction				Factor 2 Job Availability				Factor 3 Job Qualifications				Total Score
	Few (-2)	Some (0)	Most (+1)		D<S (-2)	D=S (0)	D>S (+1)		Q<R (-2)	Q=R (0)	Q>S (+1)		
Remaining Job Possibilities:													
1. _____	____	____	____	+	____	____	____	+	____	____	____	=	____
2. _____	____	____	____	+	____	____	____	+	____	____	____	=	____
3. _____	____	____	____	+	____	____	____	+	____	____	____	=	____
4. _____	____	____	____	+	____	____	____	+	____	____	____	=	____
5. _____	____	____	____	+	____	____	____	+	____	____	____	=	____

Conclusion:

The job possibility with the highest total score is: _____

The job possibility I have selected to seek is: _____

IF THE JOB YOU CHOOSE TO SEEK IS NOT THE ONE WITH THE HIGHEST TOTAL SCORE, YOU ARE PROBABLY WEIGHING FACTORS DIFFERENTLY. MAYBE YOU ARE ESPECIALLY SURE OR UNSURE ABOUT ONE OR TWO FACTORS. WHILE IT IS NOT CRITICAL THAT YOUR JOB SELECTION BE THE ONE WITH THE HIGHEST TOTAL SCORE, IT IS CRITICAL THAT YOU CAN CLEARLY JUSTIFY THE DIFFERENT SELECTION TO YOURSELF.

LESSON 7

LESSON IDEA/SKILLS:

What is a personal data sheet and why should I prepare one?

OBJECTIVES: Students should be able to:

1. Describe what a personal data sheet is.
2. List at least four advantages of preparing a personal data sheet.

CONTENT SOURCE:

MODULE 2, pages 42 to 45

OTHER MATERIALS NEEDED:

Copies of Jo Delano Johnson's personal data sheet, pages 43 and 44, for your students.

Examples of other personal data sheets, if desired.

TEACHING TIME: 1/2 to 1 hour.

IDEAS FOR TEACHING:

Assuming the students have completed the study of the MODULE 1 - DECIDING ON THE JOB TO SEEK, and/or have identified their job qualifications, emphasize that the personal data sheet is a vehicle used to present one's job qualifications and sell one's qualifications to an employer.

Discuss what a personal data sheet is and review Jo Delano Johnson's personal data sheet to clarify what a personal data sheet might contain. List advantages of a personal data sheet and clarify each through class discussion. Stress the advantage of a positive impression. Recognize that not all jobs will normally require a personal data sheet, but many people may eventually want a job where a personal data sheet must be prepared. It should also be noted that employment applications are regulated and becoming more standardized and personal data sheets appear to be gaining more importance in the job seeking process.

CRITICAL LEARNING ACTIVITIES:

Students should discuss the advantages of a personal data sheet.

LESSON 8

LESSON IDEA/SKILLS:

How do I prepare my personal data sheet?

OBJECTIVES: Students should be able to:

1. Select positive information to include on their personal data sheets.

2. Explain the purpose of and the content to be included in each section of the personal data sheet: HEADING, POSITION DESIRED, PERSONAL INFORMATION, JOB-RELATED SKILLS, WORK EXPERIENCE, EDUCATION, ACTIVITIES AND INTERESTS and REFERENCES.

3. List the steps in preparing a personal data sheet and explain the major factors to consider in completing each step.

4. Complete a satisfactory personal data sheet.

CONTENT SOURCE:

MODULE 2, pages 45 to 54.

OTHER MATERIALS NEEDED:

Copies of the narrative description of Jo Delano Johnson on page 5, MODULE 1, and copies of personal data sheet, pages 43 and 44, used in LESSON 1.

Students' personal JOB SELECTION WORKSHEET 2.3 - JOB QUALIFICATIONS for the job selected in LESSON 6 of MODULE 1.

TEACHING TIME: 3 to 6 hours.

IDEAS FOR TEACHING:

This lesson idea can be separated into two sections. The first section is really an extension of LESSON 1 and addresses OBJECTIVES 1 and 2. Emphasize the selection of positive information by helping students apply criteria for inclusion of items in each of the sections of the personal data sheet while reviewing Jo Delano Johnson's narrative description and personal data sheet. You also may wish to introduce other personal data sheet formats at this time.

IDEAS FOR TEACHING: (Continued)

The second section is the personal skill development component of this lesson. The ability to develop a personal data sheet is best taught by having students develop their own personal data sheet. You should present the suggested steps and relevant key points for personal data sheet preparation, pages 52 to 54, MODULE 2. Then, students should prepare their own personal data sheets for the job selected in LESSON 6 of MODULE 1 or by a similar process. If the majority of the students are not going to seek employment in the selected job in the near future, you may wish to evaluate their personal data sheets after step four--a modified original draft copy.

Be sure to emphasize the point that a poorly prepared personal data sheet is worse than NOT having a personal data sheet. It will produce a poor impression!

Note: Students will need to obtain information about persons used as references. You may wish to have them do this during class time or outside of class time. You should also consider a strategy for identifying proofreaders such as other teachers, parents or students.

CRITICAL LEARNING ACTIVITIES:

Students identify and apply criteria for inclusion of information in a personal data sheet.

Students develop their own personal data sheet for a selected job.

LESSON 9

LESSON IDEA/SKILLS:

How do I use my personal data sheet?

OBJECTIVES: Students should be able to:

1. Discuss key points to consider when personally delivering or when mailing a personal data sheet.

2. Describe three methods of identifying persons to give their personal data sheets.

3. Outline a plan for distributing their own personal data sheets.

CONTENT SOURCE:

MODULE 2, pages 55 to 57.

OTHER MATERIALS NEEDED:

Business directories/listings or easy access to copies.

Telephone directories.

TEACHING TIME: 1 to 2 hours.

IDEAS FOR TEACHING:

This lesson is in effect dealing with a particular approach to seeking a job. Discuss the key points to consider when personally delivering a personal data sheet. Since most people, including yourself, probably do not mail personal data sheets as suggested in the content for this lesson, be sure to present the positive point of view and also do not fail to stress the fact that being different than one's peers may be a real advantage when seeking a job. You might want to compare the mailing approach to an advertising campaign.

This lesson and the next will prevent the dilemma: "Now that I have a personal data sheet, what should I do with it?" Two uses are presented, and the advantages provided when applying for jobs will be highlighted in MODULE 4.

IDEAS FOR TEACHING: (Continued)

Have students use available business directories/listings to identify persons to whom they should send or give their personal data sheets. Have them ask friends or fellow students for names of contact persons. Telephone directories are useful also.

CRITICAL LEARNING ACTIVITIES:

Students develop a list of persons to be given their own personal data sheets.

Students outline a plan for distributing their own personal data sheets.

LESSON 10

LESSON IDEA/SKILLS:

How do I prepare a cover letter for my personal data sheet?

OBJECTIVES: Students should be able to:

1. Describe and explain the key functions of the personal data sheet cover letter.
2. Explain the major factors to consider when writing a cover letter.
3. Recognize the key preparation differences between an unsolicited mailing and a solicited mailing cover letter.
4. Write appropriate cover letters for their personal data sheets.

CONTENT SOURCE:

MODULE 2, pages 57 to 61.

OTHER MATERIALS NEEDED:

Copies of the example cover letters, pages 58 and 59, for student reference.

TEACHING TIME: 2 hours.

IDEAS FOR TEACHING:

The importance of the personal data sheet cover letter should be made clear. Help students realize the example cover letters are not the only styles considered acceptable, but they are acceptable. You may wish to provide additional sample cover letters. Discuss the functions of and the factors to consider in writing personal data sheet cover letters and differences between solicited and unsolicited letters.

Have students write draft cover letters for their personal data sheets. You will need to decide if you want to involve other people in the evaluation process or evaluate the cover letters personally.

CRITICAL LEARNING ACTIVITY:

Students write a cover letter for their personal data sheets.

LESSON 11

LESSON IDEA/SKILLS:

What are my best sources of job opportunities and how should I use them?

OBJECTIVES: Students should be able to:

1. Describe advantages and disadvantages of the five most frequently used sources of job opportunities: friends, relatives and others; Minnesota Employment Services; newspaper "Help Wanted" ads; school counseling/placement offices; and private employment agencies.

2. Explain the major factors that must be considered when using each of these five sources.

CONTENT SOURCE:

MODULE 3, pages 64 to 71

OTHER MATERIALS NEEDED:

Copies of the content, pages 64 to 71, probably should be provided for student use.

Newspaper "Help Wanted" ads, particularly Sunday editions, and various private employment agency contracts (if available).

TEACHING TIME: 2 hours.

IDEAS FOR TEACHING:

This lesson contains a great deal of new information for many students. It may be very advisable to have students read the content material concerning each source after stating the objectives for this lesson. Then, list and discuss the advantages and disadvantages of each source and note the important factors to consider when using or evaluating each source. If possible, use newspaper ads and employment agency contracts to make the discussion realistic for the students.

CRITICAL LEARNING ACTIVITY:

Students describe the advantages and disadvantages of the various sources of job opportunities and the key features of each.

LESSON 12

LESSON IDEA/SKILLS:

How do I develop my search strategy?

OBJECTIVES: Students should be able to:

1. Develop a job search strategy which considers: their best source of job offers, the target number of job offers to seek, the time available to search, the number of employers to contact, the procedure to use in contacting employers, and which employers to contact first.

2. Use an appropriate telephone procedure to contact employers.

CONTENT SOURCE:

MODULE 3, pages 71 to 74

OTHER MATERIALS NEEDED:

Telephone receiver practice sets, if readily available with recorders.

TEACHING TIME: 2 hours.

IDEAS FOR TEACHING:

Present the decisions that need to be made prior to a job search. Discuss the key aspects of each decision. Have students develop an outline for their personal job search strategy.

Present the major steps and points to consider when telephoning to contact employers.

If possible and necessary, provide opportunity for role playing/ simulation of the procedure of telephoning to contact employers.

CRITICAL LEARNING ACTIVITIES:

Students develop an outline for their personal job search strategies.

Students explain a successful procedure for telephoning employers or complete a successful role play of an employer contact.

LESSON 13

LESSON IDEA/SKILLS:

How do I prepare to meet an employer?

OBJECTIVES: Students should be able to:

1. Gather meaningful information about an employer and/or the business.
2. Answer questions commonly asked potential employees.
3. Develop a list of questions to ask about a potential job.
4. Secure material they need to take with them when meeting a potential employer.
5. Prepare physically for a personal meeting with an employer.
6. Meet a business representative/employer in an acceptable manner.

CONTENT SOURCE:

MODULE 4, pages 76 to 83

OTHER MATERIALS NEEDED:

You may find it convenient to provide students copies of the Content Source materials noted above.

TEACHING TIME: 4 to 6 hours.

IDEAS FOR TEACHING:

The process of preparing to meet an employer is not a simple procedure. The first step, gathering information about the employer/business, is only briefly outlined in the content material, page 76, MODULE 4. The student should be encouraged to learn about the employer/business, but stick to basic indicators of financial stability.

IDEAS FOR TEACHING: (Continued)

The preparation needed to answer questions employers may ask should involve student performance--response to questions and discussion of the response approaches. Personal data sheet questions should also be included. Role playing with students responding to different questions is perhaps the most desirable teaching activity if two or three hours of time can be designated for this activity.

The development of a list of appropriate questions to ask about a job one is seeking is basically a review of a person's important job needs and development of questions which will determine if a job will meet one's needs. Help students develop their own lists. Alert students to inappropriate questions and the need for tact.

Discuss the materials which people need to secure and take with them when meeting an employer. Students should identify the materials appropriate for their job situation.

Proper physical preparation before meeting a potential employer is obviously important. It may be helpful to ask area employers to visit with students about physical appearance, but be sure they are representative of most employers.

Discuss the importance of arriving on time for an appointment to meet an employer. Review the procedure to follow when arriving at the business, introducing yourself and asking to see the person you want to meet. Role playing or practice by each student is recommended. Lesson 16 deals with completing an interview.

CRITICAL LEARNING ACTIVITIES:

Students satisfactorily respond to typical employer questions in a role playing situation.

Students prepare and meet a potential employer in a role playing situation.

LESSON 14

LESSON IDEA/SKILLS:

How do I complete employment application forms?

OBJECTIVES: Students should be able to:

1. Explain the primary purposes of employment application forms, how applications differ from a personal data sheet, and with whom to file a complaint if applications appear to discriminate.

2. Outline the steps and explain the key points to consider in completing employment application forms.

3. Neatly and systematically complete employment application forms.

CONTENT SOURCE:

MODULE 4, pages 83 to 92

OTHER MATERIALS NEEDED:

Copies of employment application forms for student use. A copy of the current Minnesota Employment Services application follows this lesson guide.

Copies of the sample employment application and of the sample Minnesota Employment Services application, pages 86 to 92, MODULE 4.

TEACHING TIME: 2 hours.

IDEAS FOR TEACHING:

This lesson deals with an activity most job seekers will complete many times, it must not be treated lightly.

Be sure to stress the importance of being neat and accurate. Discuss the legal questions involved when employers request discriminatory information on application forms, but emphasize the risks involved in not providing information.

IDEAS FOR TEACHING: (Continued)

Review the steps and key points to consider when completing employment application forms, using the example references may help clarify this procedure.

Have students complete an application and critique their classmates application forms.

CRITICAL LEARNING ACTIVITY:

1. Students complete an employment application form and/or the Minnesota Employment Services application.

WORK EXPERIENCE

LIST BELOW THE QUALIFICATIONS YOU HAVE THAT RELATE TO YOUR JOB OBJECTIVE

A. SKILLS

B. KNOWLEDGE AND ABILITIES

C. RESPONSIBILITIES

LIST THE EMPLOYERS WHERE YOU HAVE GAINED THE EXPERIENCE SPECIFIED ABOVE	DESCRIBE YOUR JOB: SPECIFY EQUIPMENT AND JOB SKILL REQUIRED
EMPLOYER CITY / END WAGE JOB TITLE LENGTH / END DATE EMPLOYER CITY / END WAGE JOB TITLE LENGTH / END DATE	COMPLETE CAREFULLY

1 Social Security Number

4 TC 2 / 5 CC 50 / 6 Name (Last, First, MI)

2 Applicant Type: ☐ Reg ☐ Part Reg ☐ Renewal A

3 Summer Youth: ☐ Yes ☐ No

7 Address / Apt. #

City / State / Zip Code / County

12 U.S. Citizen: 1 ☐ Yes 2 ☐ No

11 No. in Family

8 Telephone Number: Home / Other

10 Date of Birth

9 Sex: ☐ Male ☐ Female

19 Education (Circle Highest Grade Completed): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

20 SCHOOL	FIELD OF STUDY	DATES	DEGREE

13 Height / 14 Weight / 15 Hours Available / 16 Minimum Salary You Would Accept

17 Are You Willing to Relocate: ☐ Yes ☐ No

21 Type of Work Desired

29 Veteran: ☐ NO ☐ RS ☐ VE ☐ OV ☐ RSD ☐ VED ☐ OVD ☐ RSS ☐ VES ☐ OVS

30 Spec Vet & Other Eligibles: ☐ No ☐ Spec Vet ☐ Other Eligible

31 Econ Dis: ☐ Yes ☐ No

32 Welfare: ☐ No — WIN: ☐ Mandatory ☐ Voluntary — NON-WIN: ☐ Other Welfare

33 Food Stamp: ☐ Yes ☐ No

34 Migrant: ☐ No ☐ Farm Worker ☐ M. Farm Wkr ☐ M. Food Wkr

36 Employment Status: ☐ Part Time ☐ Full Time ☐ Not Working ☐ Job Attachment

37 Claimant: ☐ No ☐ State ☐ Other

38 CETA: ☐ No

39 ADFF Number: 150

40 Interviewer

41 For Future Use

28 Test Information

27 HDCP: ☐ No ☐ Phys ☐ M. Rtd ☐ M. Rsrd

23 Occupational Code

18 Union Status: Local # _____ Name _____

35 DATES

24 County Code (Res)

25 EG: ☐ W ☐ B ☐ AI ☐ INA ☐ Oth

26 SS: ☐ Yes ☐ No

MSES 311 REV 4/26/76 (SN 10110) Application Card MINNESOTA DEPARTMENT OF EMPLOYMENT SERVICE

APPLICANT: PLEASE COMPLETE ONLY THE UNSHADED AREA

PRESS HARD

APPLICANT: PLEASE COMPLETE ONLY THE UNSHADED AREA

REPORTABLE ACTIVITY

CALL	REF.	EMPLOYER, AGENCY OR TYPE OF SERVICE	JD	CODE	ORDER NUMBER	PAY	DUR.	RESULTS

OTHER INFORMATION

OTHER SIGNIFICANT WORK EXPERIENCE

EMPLOYER	JOB DUTIES
JOB TITLE	
EMPLOYER	JOB DUTIES
JOB TITLE	

DRIVER LICENSE CLASSIFICATION	LIST BELOW ANY DISABILITY (PHYSICAL, EMOTIONAL OR OTHER)

MILITARY SERVICE

BRANCH _____ DATES OF SERVICE _____ TYPE OF DISCHARGE _____ DISCHARGE RANK _____

DO YOU HAVE A SERVICE CONNECTED DISABILITY OF 10% OR MORE? ☐ YES ☐ NO ____ % OF DISABILITY

MILITARY JOB DUTIES SCHOOLS _____

DID YOU SERVE IN VIETNAM, CAMBODIA OR THE BOUNDARY WATERS IMMEDIATELY ADJACENT TO ☐ YES ☐ NO

LESSON 15

LESSON IDEA/SKILLS:

How do I take employment tests?

OBJECTIVES: Students should be able to:

1. Explain the legality of employment tests and the risks involved in questioning or not taking an employer's test.

2. Describe the purposes and characteristics of ability and personality tests.

3. Prepare to take employment tests.

4. Take employment tests.

CONTENT SOURCE:

MODULE 4, pages 93 to 95

OTHER MATERIALS NEEDED:

Manuals/books for preparation for employment tests or ready access to these materials.

Sample or specimen copies of common ability and personality tests. Tests to take or the results of previous tests.

TEACHING TIME: 1 to 2 hours.

IDEAS FOR TEACHING:

This lesson should be a basic introduction to employment tests. The content source material is basic, but by no means exhaustive. Stress a positive attitude toward tests. Students should realize the importance of doing their best, but not becoming too tense or too unconcerned. Discuss the rights of questioning the validity of tests, but be sure students recognize their risks.

If you are a classroom teacher, involve representatives of the school counseling program when possible. These people should be able to: provide sample test forms for student review; discuss test-taking strategies, particularly for personality tests; administer and/or explain common tests; and provide you with information about tests.

IDEAS FOR TEACHING: (Continued)

You may want to role play a situation where a job seeker has been informed, "You did not pass the employment test.", and the test is of questionable validity.

CRITICAL LEARNING ACTIVITIES:

1. Students react to problem situations involving employment testing.

2. Students describe the purposes and characteristics of ability and personality tests.

3. Students plan their preparations for employment tests.

LESSON 16

LESSON IDEA/SKILLS:

How do I complete an employment interview?

OBJECTIVES: Students should be able to:

1. Define an employment interview including its purposes for employers and job seekers.

2. Respond appropriately to employment interview problem situations.

3. Complete an employment interview.

CONTENT SOURCE:

MODULE 4, pages 95 to 99

OTHER MATERIAL NEEDED:

Copies of the INTERVIEWER GUIDE SHEET which follows this lesson.

Video tape equipment and tapes if possible or audio tape recorder.

TEACHING TIME: 2 to 4 hours.

IDEAS FOR TEACHING:

Many job seekers will not experience formal and lengthy interviews. Emphasize the need to prepare for the informally arranged interview as well as the formal interview. Discuss the purposes of the interview for each party involved.

Discuss the problem situations using demonstrations and/or role playing when feasible. If time permits, students should be placed in the position of handling these problems, and you and the other students should discuss their responses ("fish bowl" technique).

Discuss the employment interview process. Demonstration interviews followed by analysis by yourself or resource persons such as employers and placement personnel are very effective. (Video tape equipment will increase the efficiency of this learning activity.) The ideal situation is to have each student complete at least one interview. To accomplish this, you will need a considerable amount

IDEAS FOR TEACHING: (Continued)

of time and will have to use resource persons or your students as interviewers. The INTERVIEW GUIDE SHEET is provided to help interviewers, particularly students. Review the sheet with persons using it. It may be helpful to have additional people use items 5 to 9 as an evaluation sheet for comments.

Note: The self-evaluation activity in LESSON 5 below might be incorporated as a part of the interview evaluation.

CRITICAL LEARNING ACTIVITY:

1. Students complete an employment interview in a role playing situation.

INTERVIEWER GUIDE SHEET

For use by a job interviewer in a role playing exercise.

Steps	Key Points
1. Ask what job the person will be interviewing for.	1. If you are not familiar with the job requirements, ask the person you are going to interview for a list of questions appropriate for use in evaluating persons seeking this job.
2. Ask for the person's Personal Data Sheet.	2. This should help you prepare questions--ask for clarifications, more information, etc.
3. Structure an interview environment.	3a. Desk and chairs. 3b. Secretary, if appropriate.
4. Indicate you are ready to see the person being interviewed.	4a. Ask the secretary to call the person or indicate you are ready.
5. Allow the person to introduce him/herself and offer to shake hands.	5a. The person should introduce him/herself. 5b. The individual should respond to your handshake with a firm hand. No pumping.
6. Delay your invitation to be seated--be seated and count to 10--then ask person to be seated.	6. The person should not take a seat until invited.
7. Ask 5 or 6 questions, such as: Why do you want this job? What vocational educational classes have you taken? Do you have work experience at this job? Do you have hobbies? Will you be willing to relocate? Plus others--you believe appropriate or have obtained in Step 1.	7a. While appropriate answers are important, watch for behaviors which are negative (nervousness, posture) and positive (eye contact, appropriate smile). 7b. Did the person provide useful information not requested? 7c. Did the person answer directly, not hesitating? 7d. Did the person ask you any questions?

Steps	Key Points
8. Give the person an opportunity to ask questions about the job.	8a. Allow some silent time during your questions and the person's response in 7 above. 8b. Simply ask, "Do you have any questions?"
9. Signal a desire to end the interview.	9a. Look at your watch or the clock, shuffle papers and then close a file folder, and so on. 9b. Did the interviewer get the message to leave?
10. Indicate you will call in a few days to inform the person of your decision.	10a. This information should be repeated or questioned by the person. 10b. You should be thanked for your time. 10c. Interest in the job should be expressed. 10d. The secretary should be thanked (if used).
11. Report your observations to the person interviewed.	11a. Key points for 5a through 9d above can serve as a short checklist. 11b. Suggest practice or procedures which may be improved; for example, leaving the interview.

LESSON 17

LESSON IDEA/SKILLS:

How do I follow up on the interview?

OBJECTIVES: Students should be able to:

1. Identify the key activities to complete after an employment interview.
2. Complete a self-evaluation of the interview completed in LESSON 4.
3. Write an appropriate interview follow-up letter.

CONTENT SOURCE:

MODULE 4, pages 99 to 102

OTHER MATERIAL NEEDED:

Copies of the example follow-up letter on page 102, MODULE 4.

Video or audio tape of personal interviews from LESSON 4, if enough tapes are available.

TEACHING TIME: 1 to 2 hours.

IDEAS FOR TEACHING:

A common mistake is to stop working after one completes the interview or personal contact made while seeking employment. The self-evaluation activity is perhaps most important in terms of future interviews, but it can also serve as a check on what additional information one might want to communicate to the interviewer. This activity is an immediate extension of the interview or part of the interview evaluation process in LESSON 16. The individual will be the major evaluator in the future when actually seeking jobs.

The follow-up letter is only briefly introduced in the content. You should have students write a follow-up letter for their interview and evaluate it. Consider good business letter procedures and techniques--review MODULE 2, pages 57 to 61, cover letter.

LESSON 18

LESSON IDEA/SKILLS:

How do I get the time to decide?

OBJECTIVES: Students should be able to:

1. List and explain the major factors to consider in determining how much time to request for making a decision on a job.
2. Explain the risks involved in asking for time to decide.
3. Request time to decide in an appropriate manner.

CONTENT SOURCE:

MODULE 5, pages 104 to 105

OTHER MATERIAL NEEDED:

Copies of TIME TO DECIDE SITUATION SHEET or similar form for students to complete and discuss. Use sample form following this lesson.

TEACHING TIME: 1 hour.

IDEAS FOR TEACHING:

EMPHASIZE the importance of making a good decision at the conclusion of one's search. Discuss the importance of time to decide, the risks, and major factors to consider when requesting time. The use of a TIME TO DECIDE SITUATION WORKSHEET or similar format involving student evaluation and reaction appears to be a successful teaching technique.

After discussing the process, demonstrations or individual student role plays of requests for time to decide should be presented and evaluated.

CRITICAL LEARNING ACTIVITIES:

Students make decisions on a time request(s) using facts provided.

Students request time to decide in a role playing situation.

TIME TO DECIDE SITUATION SHEET

1. Number of job offers you are seeking. _____

2. Number of job offers you have received to date. _____

3. Time required to get the needed remaining job offer(s). _____

4. Time you think this employer will give you to decide. _____

5. Employers' decision deadlines you have now.

Employer	Day and Hour
_____	_____
_____	_____
_____	_____

6. How well this job offer compares with previous offers and expected job offers.

Job _____

Job _____

Job _____

7. HOW MUCH TIME WOULD YOU REQUEST? WHY?

_____

_____

_____

100

LESSON 19

LESSON IDEA/SKILLS:

How do I negotiate for the best possible job offers?

OBJECTIVES: Students should be able to:

1. Explain the purpose of negotiating, when it is appropriate, and the risks involved.

2. Outline strategies for negotiating to get the best possible job offer from employers.

CONTENT SOURCE:

MODULE 5, pages 105 to 107

OTHER MATERIAL NEEDED:

None

TEACHING TIME: 1 to 2 hours.

IDEAS FOR TEACHING:

Discuss the concept of negotiating. Outline negotiating strategies. Ideally, you would have a few students work through negotiations for different jobs as class demonstrations. This will require the development of background information and considerable time.

CRITICAL LEARNING ACTIVITY:

Students outline a negotiating strategy.

LESSON 20

LESSON IDEA/SKILLS:

How do I select the best job offer?

OBJECTIVES: Students should be able to:

1. Obtain comparable information on job offers.
2. Use the JOB DECISION WORKSHEET to eliminate their least desirable job offers and to select their own best job offer.

CONTENT SOURCE:

MODULE 5, pages 107 to 111

OTHER MATERIAL NEEDED:

Copies of Figure 2, Wage and Salary Scale, page 106 of MODULE 5.

Copies of the DATA FOR JOB DECISION WORKSHEET, SAMPLE 1 and SAMPLE 2, following this lesson.

Copies of the example JOB DECISION WORKSHEET, page 110 of MODULE 5, for each student.

Copies of JOB DECISION WORKSHEETS for student use. A copy follows this lesson.

TEACHING TIME: 2 hours.

IDEAS FOR TEACHING:

Review the importance of adequate information about jobs, emphasizing the need for comparable information when selecting the best job offer. Use the Figure 2 data to illustrate the need to be sure you are interpreting information correctly. Study and evaluate the DATA FOR JOB DECISION WORKSHEET samples 1 and 2.

Explain the procedures and important points to consider when completing a JOB DECISION WORKSHEET. Have students refer to DATA FOR JOB DECISION WORKSHEET - SAMPLE 1 or 2 as you work through the process and enter the data on a worksheet. The alternative is to simply provide the completed example worksheet.

IDEAS FOR TEACHING: (Continued)

If a student or students in your group have reached a decision point on job offers, you may want to use their information in class discussions. Obviously, this is a private matter and discretion is in order.

BE SURE that students have copies of this form for future reference.

CRITICAL LEARNING ACTIVITIES:

Students use the JOB DECISION WORKSHEETS and associated procedures.

JOB DECISION WORKSHEET

Job A _____ Job B _____ Job C _____

My Important Job Needs:	Stage 1			Stage 2	
	Job A	Job B	Job C	Job ___	Job ___
1. _____	___	___	___	___	___
2. _____	___	___	___	___	___
3. _____	___	___	___	___	___
4. _____	___	___	___	___	___
5. _____	___	___	___	___	___
6. _____	___	___	___	___	___
7. _____	___	___	___	___	___

Stage 1 Elimination of Least Desirable Job Offer

Number of checks for each job offer: ___ ___ ___

Rank of most important job need checked: ___ ___ ___

Eliminated Job Offer: _____

Reason for Elimination: _____

_____

Stage 2 Selection of Best Job Offer

Number of checks for each job offer: ___ ___

Rank of most important job need checked: ___ ___

Selected Job Offer: _____

Reason for Selection: _____

AFTER COMPLETING THIS WORKSHEET, YOU SHOULD IMMEDIATELY START COMMUNICATING YOUR JOB DECISION TO THE EMPLOYERS OFFERING YOU JOBS.

DATA FOR JOB SELECTION WORKSHEET - SAMPLE 1

JOB NEEDS	JOB A	JOB B	JOB C
1. Compensation	$3.45 per hour (1 year contract)	$4.00 per hour	Start $150 per week, up to $180 per week.
2. Fringe Benefits	Paid medical and hospitalization insurance. One week vacation with pay, two weeks after 3 years. 1/2 day each month sick pay accumulated up to ten days.	Two weeks of paid vacation and sick leave, transferrable to next year. Profit sharing.	Paid medical, hospitalization and dental care. One week vacation without pay. 13 Days of sick leave.
3. Co-Worker Relations	Not interested in young people.	Nice people.	Similar age and interests (hard to determine).
4. Hours of Leisure Time	Work 40 hour week, M-F, change shifts every two weeks (7 a.m., 4 p.m.), overtime averages five hours per week	Work 40 hour week, M-F, overtime averages two hours per week.	Business hours, M-F.
5. Achievement	One step in product development	Make a complete product.	Make a complete product, raises tied to productivity.

DATA FOR JOB DECISION WORKSHEET - SAMPLE 2

JOB NEEDS	JOB A	JOB B	JOB C
1. Security	National distributor of expanding product lines	National operation, division home, seniority policy, no lay-offs last 4 years	10 Years in operation, expanding, seniority policy
2. Responsibility	Manager assigns work for your area	Complete task assignment, using company procedures	Plan and complete jobs satisfactorily
3. Variety	Limited change in job duties, specialized	Rotate to different areas, products, same job functions	Variety of work available depending on what is undertaken
4. Working Conditions	Climate controlled, good lighting, music	Not air conditioned, occasional outdoor work	Air conditioned, undivided areas
5. Compensation	$5.20 per hour, occasional overtime, raises strictly merit	$5.20 per hour, average 2 hours overtime, standard raise	$5.00 per hour, 25¢ raise after 4 months, occasional overtime, cost of living increases.

LESSON 21

LESSON IDEA/SKILL:

How do I communicate my job decision?

OBJECTIVE: Students should be able to:

1. Outline a strategy for communicating their own job decision.

CONTENT SOURCE:

MODULE 5, pages 111 and 112.

OTHER MATERIAL NEEDED:

None

TEACHING TIME: 1/2 to 1 hour.

IDEAS FOR TEACHING:

Discuss the importance of communicating with all employers who offered you jobs, not just the employer whose offer you accept. Present the strategies for the different situations job seekers normally encounter or present the situations and assist the class in developing appropriate communication strategy outlines.

CRITICAL LEARNING ACTIVITY:

Students outline strategies for communicating job decisions.

EXAMPLE LESSON PLAN FOR LESSON 3

LESSON IDEA/SKILLS:

What do I want from a job?

OBJECTIVES: Students should be able to:

1. Identify their reasons for wanting a job.
2. Complete a JOB NEEDS IMPORTANCE FORM identifying their important job needs.

CONTENT SOURCE:

MODULE 1, pages 7 to 9.

OTHER MATERIAL NEEDED:

A copy of the JOB NEEDS IMPORTANCE FORM for each student. Use Master.

TEACHING TIME: 1 hour.

LESSON APPROACH/MOTIVATION:

Why do people seek employment?

(List answers on board)

Dollars, independence, buy new things, meet people, etc.

Why do you want a job or why will you get a job?

Is a job simply a means for obtaining something else?

No, hopefully not.

Can you expect some rewards or satisfactions from a job in addition to money?

Yes!

What might these rewards be?

Recognition, working with nice people, independence, etc.

How do people decide what job to seek?

Consider - ability to do the job and satisfactions they expect.

SUMMARY AND OBJECTIVE:

Many people simply look for a job they can do and fail to consider what satisfactions the job will provide. If you want to get the most satisfying job you can, you must first know what you want from a job. Then, you can identify a job or jobs which will meet your needs.

Today, you are going to identify your important job needs using a JOB NEEDS IMPORTANCE FORM.

CONTENT:

Overhead (or handout): Example JOB NEEDS IMPORTANCE FORM, page 8, MODULE 1.

Twenty job needs with brief description are listed on this form.

-- Are any of these so important to you that you would not take a job that does not meet them?

-- Which of these needs are not important to you?

-- Are your needs different than other peoples?

In order to identify your important job needs using the JOB NEEDS IMPORTANCE FORM, there are four basic steps you may want to keep in mind when completing these steps.

Steps	Key Points
1. Look over all of the listed job needs.	1a. Take time to carefully read all job needs and their descriptions.
	1b. Do you really understand each job need and how it is different than other job needs?
	1c. Are there any additional job needs that you want to write in the extra spaces? If so, write them in.
2. Give each job need an importance rating.	2a. Circle the letter that best represents the importance of the job need.
	2b. Some needs may be equally important or unimportant and thus, would have the same letters circled.

Steps	Key Points
2. (Continued)	2c. Are there any changes in rating you want to make? If so, make them.
3. Rank the job needs in descending order of importance.	3a. Descending order means that your most important job need should be ranked as No. 1.
	3b. Sometimes it is easier to start ranking from the least important to the most important need.
	3c. Are there any changes you want to make? If so, make them.
4. List your most important job needs.	4a. Based on your rating and ranking, list your important job needs in the spaces provided.
	4b. Though space is provided for listing seven job needs, don't feel that you have to list exactly seven important job needs.

HANDOUT - JOB NEEDS IMPORTANCE FORM

Let's get started. Remember to write in any additional job needs you have. If you cannot finish in the remaining time take the form with you and complete it before class tomorrow. We will be using these forms later, so DO NOT LOSE THEM!

SUMMARY:

Your most important job needs are what you want from a job.

EVALUATION:

Check progress and final conclusions.

EXAMPLE LESSON PLAN FOR LESSON 7

LESSON IDEA/SKILLS:

What is a personal data sheet and why should I prepare one?

OBJECTIVES: Students should be able to:

1. Describe what a personal data sheet is.
2. List at least four advantages of preparing a personal data sheet.

CONTENT SOURCE:

MODULE 2, pages 42 to 45.

OTHER MATERIALS NEEDED:

Copies of "Jo Delano Johnson's personal data sheet", pages 43 and 44.

TEACHING TIME: 1/2 hour.

LESSON APPROACH/MOTIVATION:

Have you ever seen a personal data sheet? (You may have heard it called a resume.) Where did you see it? How was it being used?

To present job qualifications - to sell one's qualifications to an employer.

Handout: Jo Delano Johnson's personal data sheet.

Objective: Here is an example of a personal data sheet. Today we want to clarify what a personal data sheet is and why you should prepare a personal data sheet.

CONTENT:

How would you describe a personal data sheet?

One or two page description of a person and his/her job qualifications.

CONTENT: (Continued)

What information is contained in Jo Delano's.

Statement of position desired, personal information, job related skills, etc.

There are a number of reasons you should prepare a personal data sheet - why preparing a personal data sheet is a great investment!

1. Help in starting your job search.

   Friends, others able to help you.
   Mail to employers.

2. Aid when applying for jobs.

   Accurate and complete information.
   Preparation for interview

3. Allows you to apply for more jobs.

   Requested or required for some jobs.
   Mailing to distant employers.

4. Makes a good first impression.

   Serious about a job if you make the effort to prepare a personal data sheet.
   Demonstrates you are willing to do the job right!

Can you think of any other advantages?

SUMMARY:

A personal data sheet is a one or two page description of a person and his/her job qualifications. We have discussed a number of the advantages or reasons for completing a personal data sheet. (RESTATE)

It should be noted that a personal data sheet should be prepared for a particular job, not for jobs in general. The next step we want to make is determining how to prepare a personal data sheet.

EVALUATION:

Discuss/quiz if time permits.

SAMPLE TEST ITEMS

This section contains 110 multiple choice test items on job seeking skills. These items are grouped by the five reading modules. The correct item responses with content page references are provided on a sheet following the test items.

The items are intended primarily as a sample of possible test items, not a fully validated test of job seeking skills. While not assessing all content within the reading modules, the items do sample critical knowledge areas or skills within each reading module. If desired, these items could be developed by the instructor into a test of job seeking skills, or they might be used in constructing other test formats (e.g., true-false, short answer).

These sample test items may be used in both planning and evaluating job seeking skills instruction. For planning purposes, these items may be used in developing a pre-test. The results of a pre-test would provide baseline information on the overall student level of job seeking skills preceding instruction. From this information individual and/or group instructional needs can be diagnosed. For evaluation purposes, these or similar items can be given to students upon completion of instruction. Such a test would measure student achievement as a result of this instruction. While the sample items provide adequate coverage of the total content within each reading module, additional items will need to be written in order to assess student mastery of individual lessons.

MODULE 1 - DECIDING ON THE JOB TO SEEK

1. Job seeking skills would not include

   a. determining the best training opportunities.
   b. identifying and using the appropriate sources of job opportunities.
   c. completing job application procedures.
   d. outlining one's personal job search strategy.

2. A job seeking skills is

   a. deciding on the job to seek.
   b. preparing a personal data sheet.
   c. determining the best job offer.
   d. all of the above.

3. Job seeking skills will

   a. prevent you from taking a job too good for you.
   b. help you get any job immediately.
   c. help you get the best possible job.
   d. increase your qualifications for a job.

4. Your job will not affect how

   a. you feel about yourself.
   b. you will be spending your leisure time.
   c. whether or not your friends will like you.
   d. others will see you.

5. Your job will affect

   a. the kind of work you will do.
   b. your general satisfaction with life.
   c. your attitude about yourself.
   d. all of the above.

6. The best reason for wanting to work is

   a. to become rich.
   b. to postpone or avoid further education.
   c. to become independent of family.
   d. to add meaning and satisfaction to your life.

7. A person's job needs are

   a. satisfactions, conditions or rewards one hopes to get on a job.
   b. any deficiencies one has related to a specific job.
   c. certain drives that a person must be able to express on a job.
   d. preferences which usually change from day to day on a job.

8. A common job need would not be

   a. good supervision and training.
   b. freedom to do other people's jobs.
   c. fair company policies and practices.
   d. recognition for doing a good job.

9. In determining your important job needs, you should consider

   a. which needs are so important that you would quit a job if they stopped being satisfied.
   b. which needs can be postponed until later.
   c. how your needs may change five years from now.
   d. all of the above.

10. The steps in selecting a job would not include

    a. identify job possibilities.
    b. evaluating job possibilities.
    c. isolating job possibilities.
    d. comparing the best job possibilities.

11. Identifying job possibilities can be done by

    a. brainstorming with others.
    b. looking at the "Help Wanted" ads.
    c. using "Occupational Information" reference books and pamphlets.
    d. all of the above.

12. The primary factor to consider when evaluating job possibilities is

    a. how well you can satisfy the minimum requirements of each job.
    b. the local worker demand and supply for each job.
    c. how well each job satisfies your important job needs.
    d. all of the above - all factors are equally important.

13. To determine which jobs will satisfy your important job needs, you would not

    a. write employers and request them to provide you a listing of the satisfactions their jobs will provide.
    b. talk with persons who know what satisfactions certain jobs will provide.
    c. use books that provide detailed information on jobs.
    d. take the Minnesota Importance Questionnaire.

14. The best source of current information of local and state job availability is

    a. the "Help Wanted" ads.
    b. the Minnesota Employment Services.
    c. Occupational Outlook Handbook.
    d. MOIS computer system.

15. Your qualifications for a job are determined by

a. how well you can satisfy the minimum worker requirements.
b. your expectations and needs for a job.
c. your past work experiences.
d. your current level of education.

16. A typical job requirement would not be

a. certain skills and abilities.
b. specified racial status.
c. specific amount of education.
d. previous work experiences.

17. Information on job requirements cannot be found

a. in the school or public library.
b. at the county welfare office.
c. through a placement counselor.
d. by talking with friends and relatives.

18. A factor you would not consider in selecting a job is

a. the title and description of the job.
b. the availability of the job.
c. your qualifications for the job.
d. how well your important job needs would be satisfied.

19. If your job qualifications are just minimal, but there are more job openings than available job seekers, your chance of getting more than one job offer is

a. slight.
b. fair.
c. good.
d. excellent.

20. An unrealistic job selection will probably result in

a. an unrealistic job.
b. an unrealistic job search.
c. a frustrating and unsucessful job search.
d. the worst possible job.

MODULE 2 - PREPARING AND USING A PERSONAL DATA SHEET

1. A personal data sheet (or resume) should be

   a. a prepared form which can be substituted for an application form and is used only for high level jobs.
   b. an organized typewritten account of a person's qualifications for a specific job or group of related jobs.
   c. a notarized form of a person's vital statistics.
   d. an organized written account of a person's education and work experiences.

2. The most important advantage of a personal data sheet is

   a. the good first impression it will make on its readers.
   b. its help in searching for job opportunities.
   c. its help in the actual application procedures.
   d. that it will allow you to apply for jobs not otherwise available to you.

3. The primary purpose of a personal data sheet is to

   a. structure one's job qualifications and needs for a specific job.
   b. verify your initial job selection.
   c. impress person helping you locate job opportunities.
   d. advertise and sell your qualifications to employers.

4. A personal data sheet should include

   a. the same information usually requested on a job application form.
   b. positive, job related information.
   c. all positive information.
   d. all job related information.

5. A personal data sheet should not list

   a. the position or job area desired.
   b. one's special, job-related skills.
   c. one's desired salary.
   d. one's previous work experience.

6. The Personal Information section of a personal data sheet

   a. may, if you desire, contain information that the employer cannot legally request.
   b. should include a complete personal history.
   c. may compare you with other job seekers on critical personality traits.
   d. should include any known medical conditions.

7. In the References section of a personal data sheet, the best persons to list would be

   a. social workers and teachers.
   b. former employers.
   c. civic leaders and clergy.
   d. relatives, neighbors, and friends of the family.

8. The first step in preparing your personal data sheet is to

   a. complete or review the "Job Qualifications" worksheet for the desired job.
   b. secure a typewriter.
   c. determine your important job needs.
   d. develop a sample outline with your English teacher.

9. In preparing your personal data sheet, it is not necessary to

   a. make a draft copy.
   b. type a draft copy
   c. have your draft copy critiqued by others.
   d. modify your draft copy.

10. In preparing your personal data sheet, it is critical that

    a. you address all job requirements, even ones you cannot satisfy.
    b. you personally type your personal data sheet.
    c. your personal data sheet has a consistent and extremely neat appearance.
    d. your costs be kept to an absolute minimum.

11. After correcting the final copy of your personal data sheet, you would then

    a. send it to the employer whose job offer you are considering.
    b. make copies to distribute to employers and others who might be able to help you.
    c. use it as long as possible and then make a new copy.
    d. give it to the person who is helping you.

12. You can distribute your personal data sheet by

    a. personally delivering it to employers.
    b. mailing it out to employers.
    c. personally delivering it to persons helping you locate job opportunities.
    d. all of the above.

13. The primary disadvantage of personally delivering your personal data sheet is that

    a. you may be asked to elaborate on your qualifications, limitations and important needs.
    b. you will not have an opportunity to gather any needed information.
    c. the people will be annoyed that you personally contacted them.
    d. it takes considerable time and reduces the time you have to explore other leads.

14. The primary advantage of mailing your personal data sheet to employers is that

    a. it requires little to no extra effort or planning on your part.
    b. most employers will make you a job offer because of your mailing.
    c. it will allow you to contact more employers than you could possibly visit in the same period of time.
    d. a mass mailing will save you considerable money in your job search.

15. When mailing your personal data sheet to employers, you need not

    a. obtain a postage permit for your mail campaign.
    b. develop a large (at least 10) list of employers to receive your personal data sheet.
    c. identify the best person in each company to get your personal data sheet.
    d. start the mailing at least one month before you need to have a job.

16. To identify the best employer contact persons, you might

    a. ask the persons helping you locate job opportunities.
    b. telephone the companies and ask for the person's name.
    c. use business directories or listings in your public library.
    d. all of the above.

17. A cover letter for a personal data sheet is

    a. mailed with a personal data sheet to keep it from getting damaged.
    b. sent one week before the employer will receive your personal data sheet.
    c. a brief letter of explanation always sent with a mailed personal data sheet.
    d. a detailed description and explanation of your personal data sheet.

18. Your personal data sheet's cover letter need not

    a. introduce your personal data sheet to the person.
    b. develop the reader's interest.
    c. specify your important job needs.
    d. request a job interview.

19. How you prepare your cover letter will depend on

a. whether you are mailing your personal data sheet on your own or you are sending it out as requested in a job ad.
b. you personal style of letter writing--assertive or very modest.
c. the number of employers to whom you are mailing your personal data sheets--few employers, different letters; many employers, standard letter.
d. all of the above.

MODULE 3 - SEARCHING FOR JOB OPPORTUNITIES

1. Searching for job opportunities is primarily

   a. obtaining and following up leads on possible jobs.
   b. using various sources of job opportunities.
   c. contacting employers concerning available jobs.
   d. all of the above.

2. A source of job opportunities would not include

   a. the county welfare board.
   b. the civil service office.
   c. window displays.
   d. school staff or faculty.

3. Friends and relatives as sources will provide job opportunities that are

   a. usually not as good as ones available through other sources.
   b. not yet advertised or open to the public.
   c. usually better than ones available through other sources.
   d. usually just rumors and not definite job openings.

4. One drawback of using friends or relatives in locating job opportunities is that

   a. they may try to persuade you to take a job different from your original job selection.
   b. they will always expect you to return any favors given.
   c. very few, if any, persons will know of any job opportunities.
   d. the job opportunities identified are usually already taken by others.

5. The Minnesota Employment Services

   a. is a public employment agency providing free services to all state residents.
   b. has branch offices throughout the entire state.
   c. provides comprehensive vocational testing on request.
   d. all of the above.

6. The primary advantage of using the Minnesota Employment Services is

   a. there is very little competition for the job listings.
   b. its "Job Bank" system.
   c. every employer in the state registers job openings with the M.E.S.
   d. the service you receive is always extremely prompt.

7. The newspaper "Help Wanted" ads do not provide

   a. information about the local labor market.
   b. detailed information on the duties and satisfactions of jobs listed.
   c. many different kinds of job opportunities.
   d. highly competitive job opportunities.

8. Advertisements in the "Help Wanted" ads are placed by

   a. employers.
   b. private employment agencies
   c. business schools.
   d. all of the above.

9. A "blind ad" is a job advertisement

   a. which solicits applications from persons visually handicapped.
   b. where the exact position or job title is not specified.
   c. where the employer's name, address and telephone number are not given, just a P. O. Box.
   d. none of the above.

10. When using the "Help Wanted" ads, a person must

   a. be on guard against trick advertisements just designed to get your money.
   b. be prepared for intense competition for the jobs listed.
   c. read the ads as soon as possible and contact employers immediately.
   d. all of the above.

11. The most unique feature of your school counseling/placement office and its services is

   a. the extent of services provided.
   b. the kinds of job opportunities available.
   c. genuine interest in your getting the best possible job.
   d. less competition for available job opportunities.

12. Private employment agencies

   a. are in the placement business as a livelihood.
   b. serve only job seekers, not employers.
   c. are chartered as non-profit agencies and, therefore, cannot charge beyond a minimum fee identical for all agencies.
   d. can require you to pay a placement fee if you refuse to accept a job they found for you.

13. The primary reason for using several private employment agencies is that

   a. many agencies will have no job opportunities.
   b. an agency probably will not give you more than one or two job opportunities to choose from.
   c. most of the agencies will not have acceptable job opportunities.
   d. employers will never use an agency more than once.

14. To decide whether or not you should use an agency, you could

    a. ask friends who used the agency.
    b. call the Minnesota Department of Labor and Industry.
    c. call the Better Business Bureau.
    d. all of the above.

15. In dealing with employment agencies, it is <u>essential</u> that you

    a. verify with an employer whether or not the agency actually has this job listing.
    b. follow <u>all</u> instructions, even those contrary to what you believe.
    c. prepare to meet the agency personnel as you would for meeting an employer.
    d. don't go out on a job interview unless you're ready to take the job offer.

16. Most "Fee Paid" agencies usually have a clause in the job seeker's contract which specifies that

    a. the job seeker must accept at least one of the job offers given through an agency.
    b. the job seeker cannot use other agencies while using the services of an agency.
    c. the job seeker will pay a portion of the placement fee if he/she quits the job before a certain period of time.
    d. the job seeker should negotiate directly with employers to when he/she was referred for better job conditions.

17. Signing a contract with an employment agency usually means that you

    a. agree to most of the contract terms and clauses.
    b. tentatively agree to the contract but can verbally override it later if necessary.
    c. agree to all of the above clauses or terms.
    d. none of the above.

18. A realistic search strategy mapped out prior to your actual search will

    a. lower your chances of getting sidetracked or pressured into taking a different or unacceptable job offer.
    b. allow you to contact many more employers than you would otherwise contact.
    c. automatically reduce the time needed to search for a job.
    d. verify your goals and objectives set for your job search.

19. In developing your own search strategy, you <u>would not</u> need to consider

    a. which of the sources of job opportunities are most appropriate for you.
    b. the overall level of industry in your state.
    c. how many employers you should contact concerning possible employment.
    d. how you will use the time you give to your search.

20. In determining how many job offers you can expect to receive, you would need to consider

    a. your qualifications for the job.
    b. the local availability of the job.
    c. your job seeking skills.
    d. all of the above.

21. An inappropriate method of contacting employers would be

    a. mailing out your personal data sheet with a cover letter.
    b. requesting employers to come visit you.
    c. personally visiting employers.
    d. requesting friends, relatives or placement personnel to set up interviews with employers for you.

22. Unless a person has little to no time to search for a job, a person should first contact employers who are likely to have

    a. minimally acceptable job opportunities.
    b. only a few job opportunities.
    c. the best job opportunities.
    d. very many job opportunities.

23. If you are telephoning employers about job opportunities, you should

    a. first practice your telephone technique and manners.
    b. know exactly what you want to say and the information you need.
    c. speak directly with the person in charge of the section where the desired job is located.
    d. all of the above.

24. Telephoning employers should be done

    a. during usual business hours--preferrably mornings or right after the noon hour.
    b. during the noon hour.
    c. primarily on Mondays, Fridays or Saturdays.
    d. only after normal working hours.

MODULE 4 - APPLYING FOR JOBS

1. The actual job application procedure would not include

   a. questioning former employers.
   b. filling out employment application forms.
   c. taking employment tests.
   d. completing an employment interview.

2. Preparation for meeting an employer is necessary if you are

   a. just informally visiting with employer about possible employment.
   b. formally interviewing for a specific position.
   c. referred to an employer by a private or public employment agency.
   d. all of the above.

3. Preparation for meeting an employer would not include

   a. anticipating and preparing for questions you may be asked by the employer.
   b. getting key facts about the employer.
   c. developing a list of questions you need to ask the employer.
   d. identifying all available positions the employer has.

4. When preparing yourself for meeting employers, you should

   a. follow normal grooming and hygiene practices.
   b. select clothing appropriate for position you are seeking.
   c. get a good night's rest and avoid non-essential drugs.
   d. all of the above.

5. Materials you should bring with you when meeting employers would not include

   a. a pen, pencil and note paper.
   b. your high school transcript and diploma.
   c. copies of your personal data sheet.
   d. your social security card/number.

6. An employer cannot legally use your answer to this question in the hiring selection process.

   a. "Why did you leave your last job?"
   b. "Are you currently married or divorced?"
   c. "What are your major strengths and weaknesses?"
   d. "What do you see yourself doing five years from now?"

7 An inappropriate question to ask an employer would be

   a. "What kind of training or supervision is available?"
   b. "What would my co-workers be like?"
   c. "What are the penalties for stealing?"
   d. "What hours would I be working?"

8. If you know you will be unable to arrive at an employer's office at the appointment time, you should

   a. try to reschedule the interview.
   b. get to the employer's office as soon as possible, no matter how late.
   c. call ahead and explain your situation to the employer.
   d. be sure to write a letter of apology to the employer.

9. The primary reason for arriving at the employer's office a little before the appointment time is that you can

   a. ask the secretary or receptionist about the person you are to see.
   b. relax, get yourself together and check your appearance.
   c. visit with employees about the company.
   d. make any needed last minute telephone calls.

10. The main purpose of employment application forms is to

    a. gather information to determine the best potential employee.
    b. meet equal employment opportunity standards.
    c. limit the number of persons considered for different jobs.
    d. discourage persons who are not very serious about getting jobs.

11. The effect of your employment application form is primarily determined by

    a. how neatly and accurately you complete it.
    b. your creativity and originality in completing it.
    c. the number of references listed.
    d. the time it takes you to complete it.

12. Information not usually requested on employment application form is

    a. your complete name address and telephone number.
    b. persons you do not want the employer to contact
    c. schools attended, dates of graduation, subjects, and extracurricular activities.
    d. the position(s) you desire.

13. Previous employment information requested on application forms may include the name and address of employer, job title,

    a. job duties, and dates of employment.
    b. dates of employme , and reason for leaving, and supervisor's name.
    c. job duties, dates of employment, reason for leaving, wages received, and supervisor's name.
    d. job duties, dates of employment, and reason for leaving.

14. In completing application forms, it is generally to your advantage to

a. answer all applicable questions even ones which are of questionable legality.
b. leave inappropriate questions blank.
c. attempt to answer all questions, even ones not applicable to you.
d. answer only those questions which are appropriate and legal to ask.

15. The purpose of employment tests is to

a. predict a person's ability to perform a job.
b. eliminate persons who will not be able to perform the job.
c. measure certain abilities and/or character traits.
d. all of the above.

16. While a "speed" test measures how fast you can do something, a "power" test measures your

a. power of concentration.
b. physical endurance.
c. capacity for abstract thinking.
d. extent or level of certain skills or knowledge.

17. Preparation for employment testing would not usually include

a. practicing the necessary skills.
b. getting a copy of the test beforehand.
c. using test-anxiety reducing procedures.
d. using available test preparation manuals.

18. When taking an employment test, it is critical that you

a. read the instructions very carefully.
b. always work as slowly as possible.
c. never guess on questions you don't know.
d. all of the above.

19. An employment interview is not

a. an informal visit with an employer about job opportunities.
b. a formally arranged appointment with an employer.
c. any kind of "face to face" communication with an employer concerning employment.
d. an opportunity to develop your job qualifications.

20. The employment interview actually starts

a. with the interviewer's first question.
b. the moment you enter the employer's business.
c. the moment you meet the interviewer.
d. with your first response or action.

21. During the employment interview, it is critical that you

a. follow the interviewer's lead.
b. continuously sell yourself and your qualifications.
c. secure the needed information about this job.
d. all of the above.

22. The best response to the interviewer's question, "Why do you want this job?" is

a. a brief explanation of what you like about the job, why you can do the job, and what you hope to accomplish.
b. "The starting pay and company benefits are the best in the business."
c. "I feel my chances of advancing are very good with this job."
d. a brief explanation of your job needs and how the job meets them.

23. If the interviewer asks personal questions that do not relate to the job sought, you can

a. answer the questions without confronting the interviewer.
b. answer the questions, but afterwards ask the purpose of such questions.
c. politely decline to answer the questions.
d. all of the above.

24. During a job interview, get the answers you need about the job by

a. asking the interviewer to be as candid as possible.
b. questioning the interviewer on any unclear points.
c. asking questions when invited or following your responses with questions.
d. all of the above.

25. If the interviewer makes you a job offer which is totally unacceptable, you should

a. ask the interviewer for time to consider the offer.
b. graciously turn down the offer without being too specific.
c. be very clear about why the job offer is unacceptable.
d. probably re-evaluate your original job selection process.

26. A common signal of the interviewer's end would not be

a. the interviewer asking you about current events.
b. the interviewer looking at his/her watch or the wall clock.
c. the interviewer asking how to reach you.
d. the interviewer standing up.

27. At the close of the interview, you should

a. start asking the questions you need answered.
b. clarify the method of checking back with the interviewer.
c. discuss your job qualifications in detail
d. all of the above.

28. After completing an interview, you should not

a. be critical in evaluating your interview performance.
b. thank the interviewer.
c. wait before scheduling other interviews with other employers.
d. expect any position response for at least a week.

29. An interview follow-up letter should

a. summarize your job qualifications and job needs.
b. be sent only if requested by the interviewer.
c. express thanks and interest and point out any qualifications not discussed in the interview.
d. include any questions you still have.

30. If an interviewer does not contact you about a job offer on the specified date,

a. automatically reject the job if later offered.
b. wait a week and then contact other employers.
c. wait a day and then call the interviewer.
d. expect to hear from the interviewer.

MODULE 5 - DECIDING ON A JOB OFFER

1. If a person can realistically expect only one job offer, this person should

   a. still attempt to get as many job offers as possible, before deciding on a job offer.
   b. try to negotiate for the best possible job offer.
   c. critically evaluate possible options before refusing any job offer.
   d. ask for time to decide before accepting any job offer.

2. Factors you would consider when requesting time to decide on a job offer would not include

   a. your important job needs.
   b. the time the employer is likely to give you to decide.
   c. the time needed to get remaining number of expected job offers.
   d. how well this job offer compares with previous and expected job offers.

3. The absolute maximum time a person should request an employer to give for making a decision would be

   a. 24 hours.
   b. 48 hours.
   c. one week.
   d. two weeks.

4. An unacceptable explanation or request for time to decide would be

   a. "I want to explore other job opportunities before committing myself."
   b. "I have other interviews to which I am committed later in the week."
   c. "I would like to think over the job offer tonight and will call tomorrow."
   d. "I would like to discuss this matter with my family."

5. In requesting time to decide on a job offer, it is crucial that you

   a. be flexible in your time request.
   b. be positive about the job offer.
   c. remain firm in your time request.
   d. point out the disadvantages of the job offer which you need to consider.

6. Negotiating for the best possible job offers is

   a. actually auctioning your qualifications to the highest bidder/employer.
   b. attempting to persuade employers to improve their original job conditions.
   c. a difficult and delicate process not appropriate for all job seekers.
   d. all of the above.

7. In order to negotiate with employers, it is not necessary that

   a. the employers have indicated a willingness to negotiate beforehand.
   b. you have received at least two job offers.
   c. you have sufficient time to negotiate.
   d. the conditions of the job can be changed.

8. The best employer to start negotiating with is the one

   a. with the least acceptable job offer.
   b. with the latest deadline.
   c. with the earliest deadline.
   d. first contacted.

9. In negotiating for the best possible job offers, it is important that you

   a. constantly update employers on the latest improved job conditions.
   b. try to get more time to decide with each improvement.
   c. don't start negotiations until after your last job offer.
   d. do not attempt to over negotiate and possibly lose all acceptable job offers.

10. The best strategy for selecting the best job offer would be to

    a. select the job offered by the nicest interviewer or best company.
    b. take the job that starts the earliest.
    c. take the job for which you are best qualified.
    d. select the job offer that best meets your important job needs.

11. The selection process may get complicated because

    a. employers may offer different conditions.
    b. employers may use different terms or schedules
    c. needs may not be satisfied to the same degree.
    d. all of the above.

12. An hourly wage of $3.00 is roughly equal to a monthly salary of

    a. $720.
    b. $600.
    c. $510.
    d. $475.

13. If your important needs are all equally important, you would probably select the job offer which

    a. satisfies only a few needs, but the most important needs.
    b. satisfies the greatest number of needs.
    c. satisfies all least important needs.
    d. none of the above.

14. After selecting the best job offer, your immediate task is to

a. evaluate your selection.
b. attempt additional negotiations.
c. inform the employers of your job decision.
d. stop searching for other job opportunities.

15. When communicating your job decision, you would normally

a. immediately notify the persons whose job offers you are turning down.
b. first contact the persons whose job offer you will be taking.
c. contact the persons in the order of their job decision deadlines.
d. contact the persons in the same order that you originally contacted them.

16. The best method of contacting the employer whose job offer you are accepting is

a. a letter of acceptance.
b. a personal visit, if transportation is available.
c. a brief telephone call to the receptionist or secretary.
d. none of the above.

17. In contacting those employers whose job offers you plan to reject, it is important that you

a. make one last attempt to negotiate.
b. make it very clear why the offer is unacceptable.
c. remain firm in your decision, but express appreciation for the given offer.
d. treat your decision as tenative and open to discussion and change.

Answers and Page References for Sample Test Items

MODULE 1

1.	a	p.3	5.	d	p.6	9.	d	p.7	13.	a	p.14	17.	b	p.29
2.	a	p.3	6.	d	p.7	10.	c	p.10	14.	b	p.22	18.	a	p.35
3.	c	p.2	7.	a	p.7	11.	d	p.12	15.	a	p.28	19.	b	p.19
4.	c	p.6	8.	b	p.8	12.	c	p.14	16.	b	p.28	20.	c	p.2

MODULE 2

1.	b	p.42	5.	c	p.46	9.	b	p.53	13.	d	p.55	17.	c	p.57
2.	a	p.45	6.	a	p.47	10.	c	p.54	14.	c	p.55	18.	c	p.57
3.	d	p.45	7.	b	p.51	11.	b	p.54	15.	b	p.56	19.	d	p.58
4.	b	p.45	8.	a	p.52	12.	d	p.55	16.	d	p.57			

MODULE 3

1.	d	p.63	6.	b	p.66	11.	c	p.68	16.	c	p.70	21.	b	p.73
2.	a	p.64	7.	b	p.67	12.	a	p.69	17.	c	p.70	22.	a	p.74
3.	b	p.65	8.	d	p.67	13.	b	p.70	18.	a	p.71	23.	a	p.73
4.	a	p.65	9.	c	p.67	14.	d	p.69	19.	b	p.71	24.	a	p.73
5.	d	p.66	10.	d	p.68	15.	c	p.69	20.	d	p.72			

MODULE 4

1.	a	p.75	7.	c	p.80	13.	c	p.85	19.	d	p.95	25.	b	p.97
2.	d	p.76	8.	c	p.96	14.	a	p.83	20.	c	p.95	26.	a	p.99
3.	d	p.81	9.	b	p.82	15.	d	p.93	21.	d	p.98	27.	b	p.99
4.	d	p.81	10.	a	p.83	16.	d	p.93	22.	a	p.77	28.	c	p.99
5.	b	p.81	11.	a	p.84	17.	b	p.94	23.	d	p.80	29.	c	p.101
6.	b	p.80	12.	b	p.83	18.	a	p.95	24.	c	p.98	30	c	p.101

MODULE 5

1.	c	p.103	5.	b	p.104	9.	d	p.107	13.	b	p.109	17.	c	p.112
2.	a	p.104	6.	d	p.105	10.	d	p.107	14.	c	p.111			
3.	c	p.104	7.	a	p.105	11.	d	p.107	15.	b	p.112			
4.	a	p.104	8.	a	p.106	12.	c	p.108	16.	b	p.112			

CITED MATERIALS

Brief descriptions are given below for materials cited under "OTHER MATERIALS NEEDED" in the previous lesson guides.

Reference Books and Pamphlets

Title: Concise Handbook of Occupations
Author: Costello, Joan M. and Wolfson, Rita P. (Eds.)
Publisher: J. G. Ferguson Publishing Company, Chicago, Illinois
Date: 1971
Description:

This book contains information on 305 occupations ranging in educational requirements from an eighth grade certificate to a Ph.D. The occupations are listed alphabetically and are coded according to prime interest (people, data, things). Each job description is on a single page and includes the following information: type of work done, necessary personal qualities, educational requirements, average earnings, working conditions, advancement possibilities, and long-range employment outlook. It contains many pictures and has an index of job titles with D.O.T. numbers. This book is recommended for any person desiring information on various occupational choices.

Title: Dictionary of Occupational Titles
Author: United States Department of Labor
Publisher: United States Printing Office, Washington, D.C.
Date: 1965
Description:

This reference book is a four volume set and is intended for use by guidance and employment counselors. It describes nearly all presently available job positions (over 40,000 job titles) in the U.S.A. The first volume gives a brief descriptive summary of the primary duties of each job title. The second volume describes the requirements of jobs with similar "Worker Trait Arrangements"--different combinations of the degree to which a worker deals with people, data, and things. The requirements listed include educational background, training time, aptitudes, interests, critical physical demands, and working conditions. The third volume is very similar to the second volume, but lists requirements for individual job titles. The fourth volume converts the former job titles into "non-sexist" job titles. Due to its complex indexing, the D.O.T. is not recommended for unsupervised student usage. It is probably the best and most comprehensive listing available of job titles and descriptions.

Title: Education and Work (Pamphlet Series O 467-545 through 549)
Author: Bureau of Labor Stastics, United States Department of Labor
Publisher: United States Printing Office, Washington, D.C.
Date: 1973
Description:

This series consists of five pamphlets. Each pamphlet provides information on certain occupations requiring the same minimum level of education. The five educational levels are (1) some high school (2) high school graduate, (3) apprenticeship program, (4) junior college, technical institute or other specialized training, and (5) college degree.

The information provided on each occupation comes from the Occupational Outlook Handbook. For each listed occupation, information is given on the number of workers in 1970, the needed qualifications and training, and the employment opportunities and trends to 1980. Because the information is presented in a very straightforward manner, this pamphlet series is strongly recommended for direct student usage.

Title: Encyclopedia of Careers and Vocational Guidance
Author: Hopke, William E. (Ed.)
Publisher: J. G. Ferguson Publishing Company, Chicago, Illinois
Date: 1967
Description:

This is a comprehensive two volume reference book designed for use by high school students, teachers, and counselors. The first volume (the volume of concern) provides a wide coverage of specific career opportunities and information on major occupational groupings or career fields. This book is divided into two sections. The first section, "You and Your Career," includes topics: learning about yourself and your goals, where to go for further information, using test results in vocational planning, how to find a job, and the future world of work. The second section, "Career Fields," describes many various occupational groupings starting with Advertising and ending with Truck Transportation. Each occupational description is written by a field expert. This book also contains a listing of accredited colleges and universities and bibliography of books for each career field. Brief discussions, with relevant bibliographies, are provided on the topics of career planning, preparing for college, and scholarships. The reading level is indicated to be at the junior high school level. This book is strongly recommended for use with high school students.

Title: Handbook of Job Facts (Fifth Edition)
Author: Lang, Carole J.
Publisher: Science Research Associates, Inc., Chicago, Illinois
Date: 1972
Description:

This book is designed for ready use by high school students, teachers, counselors, and especially job seekers. It contains information on 300 major expanding occupations. The occupations are listed alpha-

betically. Information on each occupation is listed in chart form and includes duties, where employed, number of workers, education and training, special qualifications, ways to enter field, chances of advancement, earnings, and worker supply and demand. Additional references are provided at the end of the book. This book is recommended for any person desiring information on occupations.

Title: Occupational Outlook Handbook 1976-77 Edition
Author: Bureau of Labor Statistics, United States Department of Labor
Publisher: United States Printing Office, Washington, D.C.
Date: July 1976
Description:

This book is designed for use by high school students, teachers, and counselors. This Handbook, which is published bi-yearly, provides information for over 800 occupations requiring different levels of education and training. The listing of occupations follows the indexing of the Dictionary of Occupational Titles. The information for each occupation includes the nature of work, earnings, job prospects during the 70's, and education and training requirements. The book also contains a section on tomorrow's jobs. This book is strongly recommended for use with high school students.

Vocational Tests and Other Instructional Aids

Title: General Aptitude Test Battery (GATB)
Author: Manpower Administration, United States Department of Labor
Publisher: United States Printing Office, Washington, D.C.
Description:

See page 12 for a brief description of the GATB. A reduced printout of sample test results is shown on page 190.

Title: Minnesota Importance Questionnaire (MIQ)
Author: Lofquist, Lloyd H., Dawis, René V., et al.
Publisher: Vocational Psychology Research, Elliott Hall, University of Minnesota, Minneapolis, Minnesota 55455
Description:

See pages 11-12 for a brief description of the MIQ. A reduced printout of sample test results is shown on page 191.

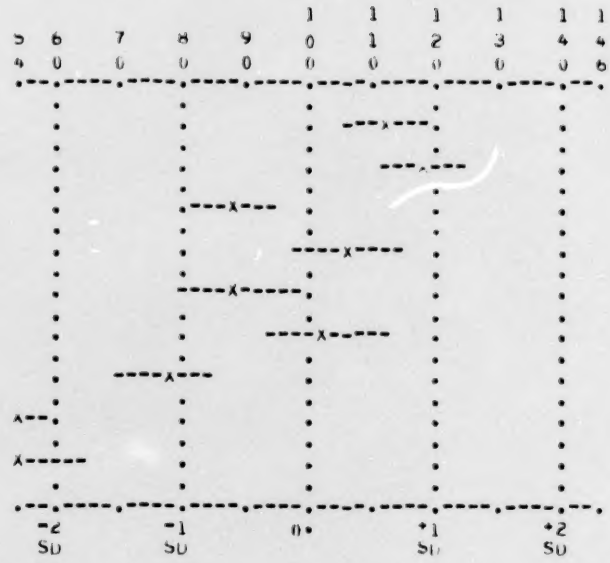
Title: Minnesota Occupational Information System (MOIS)
Author: Minnesota Occupational Information System
Publisher: Minnesota Occupational Information System
American Center Building, Room 607
150 East Kellogg Boulevard
St. Paul, Minnesota 55101
Description:

See page 192 for a detailed description of MOIS.

CASE NUMBER-- 0140566 DATE-- 03/16/73

REPORT ON THE GENERAL APTITUDE TEST BATTERY (GATB), FORM B-1002-B

	OBTAINED STANDARD SCORE	OBTAINED SCORE +1 S.E.M.
G--GENERAL LEARNING ABILITY.....	113	119
V--VERBAL ABILITY	119	125
N--NUMERICAL ABILITY	89	95
S--SPATIAL ABILITY	107	115
P--FORM PERCEPTION	89	98
Q--CLERICAL PERCEPTION	103	112
K--MOTOR COORDINATION	78	85
F--FINGER DEXTERITY	47	59
M--MANUAL DEXTERITY	53	64



THE GATB SCORES OF THIS INDIVIDUAL EQUAL OR EXCEED THOSE OF WORKERS JUDGED TO BE SATISFACTORY ON THE FOLLOWING OAPS(GROUPS OF OCCUPATIONS). HOWEVER, THE INDIVIDUAL MAY OR MAY NOT QUALIFY FOR SPECIFIC OCCUPATIONS INCLUDED IN THE OAP SINCE THE GATB QUALIFYING NORMS FOR A SPECIFIC OCCUPATION MAY BE DIFFERENT THAN THE OVERALL OAP NORM. IF HE IS QUALIFIED ON THE BASIS OF FACTORS OTHER THAN APTITUDES, THERE IS A GOOD PROBABILITY THAT HE WILL DO WELL ON THESE JOBS

3 9 10 11 17 22 23 24 39 41

THE GATB SCORES ARE CLOSE TO THOSE OF WORKERS JUDGED TO BE SATISFACTORY ON THE FOLLOWING OAPS(GROUPS OF OCCUPATIONS). AS FOR THE ABOVE OAPS, THE INDIVIDUAL MAY OR MAY NOT QUALIFY FOR SPECIFIC OCCUPATIONS INCLUDED IN THE OAP. THE CHANCES OF HIS DOING WELL IN THE FOLLOWING GROUPS OF OCCUPATIONS ARE SOMEWHAT LOWER THAN FOR THE ABOVE GROUP.

14 16 18 25 30 34 36

THE PROBABILITY OF THE INDIVIDUAL BEING SATISFACTORY IN THE FOLLOWING GROUPS OF OCCUPATIONS IS LOW AND HE USUALLY SHOULD BE CONSIDERED FOR OTHER JOBS WHICH UTILIZE HIS STRONGER APTITUDES. HOWEVER, THE INDIVIDUAL MAY QUALIFY FOR SPECIFIC OCCUPATIONS IN THE FOLLOWING OAPS EVEN THOUGH HE IS NOT QUALIFIED FOR THE OVERALL OAP. CHECK THE APTITUDE SCORE NORMS FOR SPECIFIC OCCUPATIONS WHICH ARE SUGGESTED ON THE BASIS OF OTHER RELEVANT FACTORS.

1 2 4 5 6 7 8 12 13 15 19 20 21 26 27 28 29 31 32 33 35 36 37 40 42
43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62

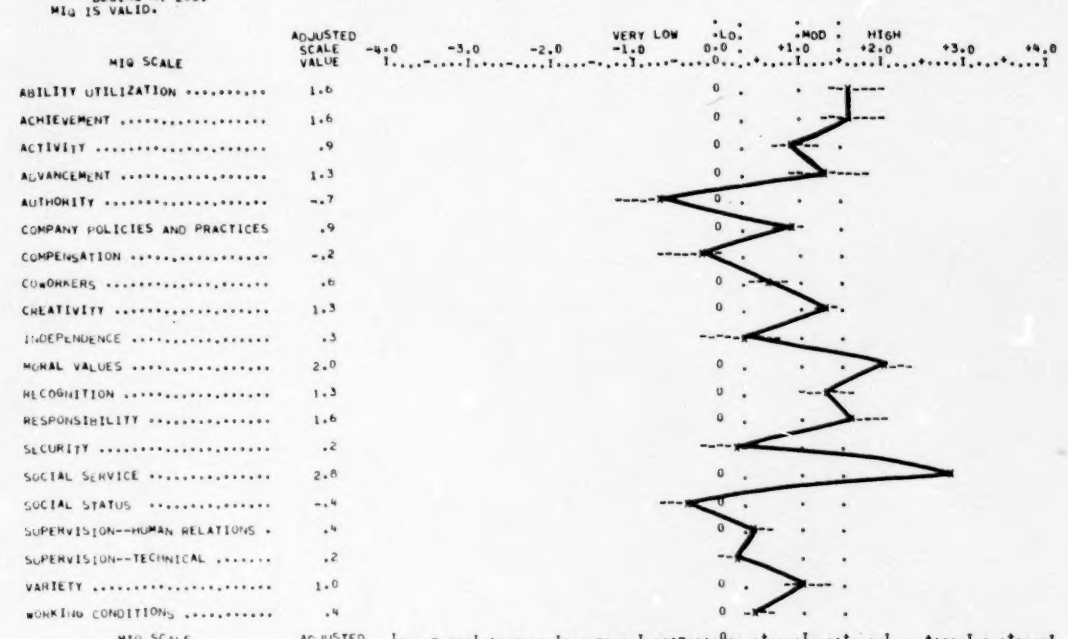
-190-

REPORT ON THE MINNESOTA IMPORTANCE QUESTIONAIRE
(MIQ)

DATE-- 03/13/7

NAME-- SAMPLE REPORT

VALIDITY SCORE (TOTAL CIRCULAR TRIADS) = 63
INVALID RESPONSE RANGE BEGINS AT 255.
MIQ IS VALID.



CORRESPONDENCE REPORT FOR SAMPLE REPORT

DATE-- 03/13/74

MIQ PROFILE IS COMPARED WITH OCCUPATIONAL REINFORCER PATTERNS (ORPS) FOR 148 OCCUPATIONS, REPRESENTING 437 OCCUPATIONAL TITLES. SHOWN BELOW ARE THE 50 MOST SIMILAR AND THE 50 MOST DISSIMILAR OCCUPATIONS. CORRESPONDENCE IS INDICATED BY THE C-INDEX. A PREDICTION OF SATISFIED (S) RESULTS FROM C-INDEX VALUES LESS THAN 10, LIKELY SATISFIED (L) FOR C-INDEX VALUES OF 10 TO 19, AND NOT LIKELY SATISFIED (N) FOR VALUES OF 20 OR MORE. CLUSTER MEMBERSHIP, BASED ON THE SIMILARITY BETWEEN ORPS, IS INDICATED FOR EACH OCCUPATION. FOR DETAILED INFORMATION ON THE ORPS FOR EACH OCCUPATION AND THE 12 OCCUPATIONAL CLUSTERS, SEE VOLUMES I AND II OF OCCUPATIONAL REINFORCER PATTERNS.

50 MOST CORRESPONDENT	C-INDEX	PRED. SAT.	ORP REF. VOL.,PAGE	CLUSTER
CASE WORKER	5	S	I,46	XI
COUNSELOR, SCHOOL	6	S	I,60	XI
COUNSELOR, VOCAT REHAB	6	S	I,62	XI
TEACHER, ELEMENTARY	6	S	I,162	XI
TEACHER, SECONDARY	6	S	I,164	XI
LIBRARIAN	7	S	I,92	X
OCCUPATIONAL THERAPIST	7	S	I,110	XII
COUNSELOR (EMPL AGENCY)	7	S	II,54	IX
TEACHER, ADULT EDUCATION	7	S	II,138	XI
BEAUTY OPERATOR	8	S	I,40	IX
PHYSICAL THERAPIST	8	S	I,122	X
ARCHITECT	8	S	II,28	XII
FLORAL DESIGN (FLORIST)	8	S	II,64	XI
SALESMAN, LIFE INSURANCE	8	S	II,116	XII
INTERIOR DESIGN-DECKATOR	8	S	II,76	XII
PHOTOGRAPHER, COMMERCIAL	8	S	II,106	XI
SHOE REPAIRMAN	9	S	II,130	IX
SALESMAN, REAL ESTATE	9	S	I,144	IX
RECEPTIONIST, CIV SERV	9	S	I,138	I
TEACHER AIDE	9	S	II,140	I
INSTRUCTOR, VOC SCHOOL	9	S	I,88	XII
CLAIM ADJUSTER	9	S	I,50	IX
STATISTICIAN, APPLIED	9	S	I,158	X
EMBALMER	9	S	I,74	I
NURSE, PROFESSIONAL	9	S	I,108	X
ENGINEER, TIME STUDY	9	S	I,82	X
SECRETARY (GEN OFFICE)	9	S	II,126	I
TV SERVICE-AND-REPAIRMAN	9	S	I,166	IX
INSTRUCTOR, VOCAT TRAIN	9	S	II,74	XI
SALESPERSON, FURNITURE	9	S	II,118	IX
POLICEMAN	9	S	I,128	I
SALES, GENERAL HARDWARE	9	S	II,120	IX
ENGINEER, CIVIL	9	S	I,76	X
ELECTRICAL TECHNICIAN	10	L	I,68	IX
ACCOUNTANT, C.P.A.	10	L	II,18	XII
SALES, SPORTING GOODS	10	L	II,124	IX
RADIOLOGIC TECHNOLOGIST	10	L	I,136	I
PERSONNEL CLERK	10	L	II,104	IV
WRITER, TECH PUBLICATION	10	L	I,178	X
ACCOUNTANT, COST	11	L	I,18	X
OPTOMETRIST	11	L	II,100	XII
SALESPERSON, DEPT STORE	11	L	I,148	IV
REPOSSESSOR	11	L	II,112	VIII
AUTO SERVICE STN ATTEND	11	L	I,34	I
AUTOMOBILE MECHANIC	11	L	I,32	IX
CLAIM EXAMINER	11	L	I,52	X
TYPIST, CIVIL SERVICE	11	L	I,172	I
ENGINEER, MECHANICAL	11	L	I,78	X
PROGRAMMER (BUS,ENG,SCI)	11	L	I,132	X
COLLECTOR-BILL COLLECTOR	11	L	II,50	X

50 LEAST CORRESPONDENT	C-INDEX	PRED. SAT.	ORP REF. VOL.,PAGE	CLUSTER
PIPEFITTER	15	L	I,124	VIII
SERVICE REP, TELEPHONE	15	L	II,128	V
HEAVY EQUIP OP (CONSTR)	15	L	I,86	VII
ACCOUNT CLERK, MANUFACT	15	L	I,22	III
SALESMAN, AUTOMOBILE	15	L	I,140	VIII
STAT-MACHINE SERVICEMAN	16	L	II,134	IX
ROOFER	16	L	II,114	VII
PHARMACIST	16	L	I,118	X
SCREW-MACH OPERATR, PROD	16	L	I,152	IV
CEMENT MASON	16	L	II,48	VII
WAITER-WAITRESS	16	L	I,174	V
TOOL-AND-DIE MAKER	16	L	II,148	VIII
BRICKLAYER	16	L	II,44	VII
NURSE AID	16	L	I,104	V
BARTENDER	17	L	I,38	V
LINEMAN (TELEPHONE)	17	L	II,84	IV
USHER (THEATER)	17	L	II,150	V
TELLER (BANKING)	17	L	I,168	V
MARKER	17	L	I,98	III
PUNCH-PRESS OPERATOR	18	L	I,134	III
ASSEMBLER, SMALL PARTS	18	L	I,28	III
AIRCRAFT MECHANIC, LINE	18	L	II,22	II
TAXI DRIVER	18	L	II,136	II
FIRE FIGHTER	18	L	I,84	VI
KEY-PUNCH OPERATOR	18	L	II,80	III
BAKER	18	L	I,36	III
BUS DRIVER	18	L	I,42	V
COMPOSITOR	18	L	II,52	II
MAID (HOTEL)	18	L	II,94	V
ORDERLY	18	L	I,114	V
TELEPHONE OPERATOR	19	L	II,144	V
LITHO PRESS PLATE-MAKER	19	L	II,90	IX
SALESPERSON, LIQUOR	19	L	II,122	V
PLASTERER	19	L	II,108	VII
CASHIER-CHECKER	19	L	I,48	III
BOOKBINDER	19	L	II,38	III
LINOTYPE OPERATOR	20	N	II,86	II
SOLDERER (PRODUCT LINE)	20	N	II,132	III
AIRCRAFT MECHANIC, SHOP	20	N	II,24	II
MAIL CARRIER	21	N	II,96	V
AUTO SEAT COVER INSTALL	21	N	II,32	III
SEW-MACH OPERATOR, AUTO	21	N	I,152	III
MEAT CUTTER	22	N	I,100	III
TRUCK DRIVER	22	N	I,170	III
BATTERY ASSEMBLER	23	N	II,36	III
ASSEMBLER-ELECTRIC EQUIP	23	N	I,26	III
AIRPLANE CO-PILOT, COM	23	N	II,26	VI
ASSEMBLER, PRODUCTION	24	N	II,30	III
POST-OFFICE CLERK	24	N	II,110	V
BOTTLER, BREWERY	25	N	II,42	III

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MOIS. What is it?

Minnesota Occupational Information System (MOIS) is a new state service designed to provide comprehensive occupational information to Minnesota residents. Access to this information will assist persons in all stages of career exploration by offering insights which will aid them in making career decisions.

Minnesota is one of eight states to receive a federal grant from the U.S. Department of Labor for the development of such information systems. It is based on a similar project in Oregon, now in its fourth year.

MOIS will be introduced in secondary and post-secondary educational facilities utilizing the interactive computer terminal network of the Minnesota Educational Computing Consortium. There are over 1300 such terminals located throughout the state in a variety of educational institutions.

Following this introduction, MOIS will be available to any private or public organization wishing to offer this service to its clients.

MOIS is current, accurate and locally relevant occupational information.

MOIS will provide information on approximately 300 occupational classifications, representing a majority of the jobs currently in the Minnesota occupational structure. Information on each occupation will include predicted employment outlook as well as data on entry and training requirements, required skills, duties, working conditions, salaries, advancement potential and related fields.

This information is being compiled with an emphasis on accuracy. It is based on intensive analyses of Minnesota labor market statistics, as well as staff contacts with individuals in each occupation. As a result, MOIS' information serves as an accurate indicator of the local labor market situation.

Also, due to the ease with which data can be changed on the computer, MOIS information can be updated quickly and inexpensively.

MOIS is meaningful occupational information.

But MOIS is more than just statistics. It is information designed to be meaningful to the user of the system as well as an important tool in career guidance.

MOIS offers two individualized approaches to career exploration. The first involves a direct request for information on an occupation. The second involves the use of "QUEST", a copyrighted questionnaire developed by the University of Oregon. With "QUEST", the user interacts with a series of questions regarding his or her self-assessed interests and abilities for work. Through "QUEST", the user can select a range of occupations which he or she would be likely to find acceptable. Many times, "QUEST" identifies a number of occupations with which the user is unfamiliar, offering additional avenues for career exploration.

MOIS is helpful occupational information.

"QUEST" and the occupational descriptions are only part of the career exploration resources supplied by MOIS. To assist the user further, MOIS offers the following additional information:

A RESOURCE FILE: This file features a list of where the user might obtain first hand experience with an occupation. The resource file consists of three parts.

The visit file is a list of individuals who have volunteered to visit with anyone interested in learning about their particular occupation. These visits may take the form of individual meetings, group discussions, or when possible, on-the-job visits.

There is also a list of existing career centers or fairs sponsored by local schools, businesses, or industries.

The user may also be referred to the Boy Scouts of America "Exploring" program which provides a wide variety of career exploration programs.

A BIBLIOGRAPHY: A bibliography cites numerous sources of further information on specific occupations.

AN EDUCATIONAL FILE: Developed by the Minnesota Higher Education Coordinating Board in cooperation with MOIS, this file specifies public two year post-secondary educational institutions where appropriate training can be obtained. A list of costs and services is included.

MOIS is coming soon.

In January, 1977, MOIS will be available for purchase by any organization wishing to contract this service. Where Minnesota Educational Computing Consortium terminals are unavailable, an alternate delivery system will be offered.

Through widespread use of both systems, the goal of MOIS is to become readily accessible to any Minnesota resident desiring occupational information.